DOCUMENT RESUME

ED 320 615 JC 900 332

AUTHOR Barr, Robert
TITLE The Spring 1988 Palomar College Climate Survey: An Analysis with Comparisons to the Fall 1986 Climate Survey.
INSTITUTION Palomar Coll., San Marcos, Calif.
PUB DATE May 88
NOTE 63p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrators; *College Environment; College Faculty; Community Colleges; Comparative Analysis; *Employee Attitudes; Faculty College Relationship; *Job Satisfaction; Leadership; Likert Scales; Questionnaires; *School Effectiveness; *School Personnel; School Surveys; Two Year Colleges; *Work Environment

ABSTRACT

In spring 1988, a survey of the full-time employees of Palomar College (PC) was conducted to assess six aspects of the college's organizational climate: leadership, motivation, communication, decision making, rewards, and job satisfaction. Findings were compared with those from a similar survey conducted in fall 1986. Study findings, based on a 37% response rate (N=213) to the 1988 survey and a 46% response rate (N=260) to the 1986 survey, included the following: (1) the spring 1988 sample rated each of the six climate components higher than did the fall 1986 sample; (2) among both groups, job satisfaction was rated highest and decision making rated the lowest; (3) administrators rated all climate components, except job satisfaction, as more effective or satisfying than classified staff or faculty; (4) participation in or effectiveness of decision making was given the worst rating of any component by both faculty and classified staff; (5) both years "successfully meeting student needs" ranked highest and "involvement in campus goal setting" lowest among the individual survey climate items; (6) satisfaction with job security was rated and ranked high while satisfaction with salary was rated and ranked low; and (7) respondents indicated that rewards for personal and excellent performance were lacking. The survey instrument is appended. (Author/JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320615

TC 900 332

The Spring 1988 Palomar College Climate Survey:
An Analysis with Comparisons to the Fall 1986 Climate Survey

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. B. Barr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Dr. Robert B. Barr
Director
Office of Institutional Research and Planning
Palomar College
San Marcos, CA 92069
May, 1988

BEST COPY AVAILABLE

Table of Contents

Page

List of Figures iv

Executive Summary vi

Introduction 1

Method

Participants 2
Materials 3
Procedure 3

Results

Overall Findings 3
Item Findings for the Total Sample 5
Point/Counterpoint Findings 9
Findings Related to Burnout 10
Item Findings by Employee Group 12
Further Details of Item Findings by Employee Group 18
Burnout 18
Sense of Purpose 23
Career Goals and Aspirations 23
Involvement in Decisions Affecting One's Job 23
Rewards for Performance 25
Whether Excellent Performance is Expected 25
Satisfaction with Salary 25
Being Assisted with Job Performance 25
Support for Innovative Ideas 29
Support for Professional Development 29
Cooperation Across Areas 29
Usefulness of Information to Job Performance 32
Communication of Positive Expectations 32
Campus Goal Setting 32
Whether Accomplishing Worthwhile Things 32
Encouragement of Creative Ideas 35

Table of Contents

Page

Whether Accomplishing Worthwhile Things 32
Encouragement of Creative Ideas 35
Confidence in Ability to do Excellent Work 35
Overview of Open-ended Responses (Comments) 35
Comments on Leadership 35
Comments on Motivation 38
Comments on Communication 38
Comments on Decision-Making 39
Comments on Rewards 39
Comments on Job Satisfaction 40

Summary 41

References 43

Appendices 44
Appendix A - The Survey Instrument A-1
Appendix B - Invitation Letters B-1
Appendix C - Transcript of Written Comments C-1

List of Figures

Figure		Page
1	Climate Survey Results by Climate Component Palomar Spring 1988 and Fall 1986, Miami-Dade, and Another CCC	4
2	Spring 1988 Climate Survey Results by Climate Component and Employee Group	6
3	Spring 1988 and Fall 1986 Climate Survey Results for Classified Staff by Climate Component	7
4	Spring 1988 and Fall 1986 Climate Survey Results for Faculty by Climate Component	7
5	Spring 1988 and Fall 1986 Climate Survey Results for Administrators by Climate Component	7
6	Spring 1988 and Fall 1986 Mean Total Sample Responses by Descending Value of Spring Mean Responses to Individual Questions	8
7	Percentage Frequency Distribution of Spring 1988 Total Sample Responses by Descending Value of Mean Responses to Individual Questions	11
8	Spring 1988 Mean Responses to Survey Questions by Employee Group	13
9	Fall 1986 Mean Responses to Survey Questions by Employee Group	13
10	Spring 1988 and Fall 1986 Mean Classified Staff Responses by Descending Value of Spring Mean Responses to Individual Questions	14
11	Spring 1988 and Fall 1986 Mean Faculty Responses by Descending Value of Spring Mean Responses to Individual Questions	15
12	Spring 1988 and Fall 1986 Mean Administrator Responses by Descending Value of Spring Mean Responses to Individual Questions	16
13	Percentage Frequency Distribution of Spring 1988 Classified Staff Responses by Descending Value of Mean Responses to Individual Questions	19
14	Percentage Frequency Distribution of Spring 1988 Faculty Responses by Descending Value of Mean Responses to Individual Questions	20
15	Percentage Frequency Distribution of Spring 1988 Responses by Descending Value of Mean Responses to Individual Questions	21
16	Spring 1988 Percentage Frequency Distribution by Employee Group Question 30 - Extent Work Burns You Out	22
17	Spring 1988 Percentage Frequency Distribution by Employee Group Question 9 - Extent Leaders Inspire You with a Sense of Purpose	22
18	Spring 1988 Percentage Frequency Distribution by Employee Group Question 29 - Does Present Position Satisfy your Goals and Aspirations	24
19	Spring 1988 Percentage Frequency Distribution by Employee Group Question 18 - Extent You are Involved in Decisions Affecting You Personally	24
20	Spring 1988 Percentage Frequency Distribution by Employee Group Question 23 - Do Rewards Equal Job Performance	26

List of Figures

Figure — Page

21 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 24 - Extent to Which Excellent Performance is Rewarded 26

22 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 25 - Extent Excellent Performance is Expected 27

23 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 28 - Extent You are Satisfied with Your Salary 27

24 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 4 - Extent Leaders Assist You to Improve Your Job Performance 28

25 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 7 - Extent Your Innovative Ideas are Supported and Used by Leaders 28

26 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 8 - Extent Leaders Provide Support for Your Professional Growth 30

26A A Fall 1986 Percentage Frequency Distribution by Employee Group
Question 8 - Extent Leaders Provide Support for Your Professional Growth 30

27 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 10 - Degree of Cooperation Across Areas 31

28 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 14 - Usefulness of Information Received to Job Performance 31

29 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 16 - Extent Leaders Communicate Positive Expectations of Your Work 33

30 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 20 - Extent You are Involved in Campus Goal Setting Process 33

31 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 31 - Extent You Accomplished Many Worthwhile Things 34

32 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 3 - Extent Leaders Encourage You to Develop Creative Ideas 36

32A A Fall 1986 Percentage Frequency Distribution by Employee Group
Question 3 - Extent Leaders Encourage You to Develop Creative Ideas 36

33 Spring 1988 Percentage Frequency Distribution by Employee Group
Question 1 - Degree of Leaders Confidence in Campus Personnel 37

33A AFall 1986 Percentage Frequency Distribution by Employee Group
Question 1 - Degree of Leaders Confidence in Campus Personnel 37

Executive Summary

The climate of Palomar College was assessed in Spring 1988 with a survey developed by Roueche and Baker (1985). The survey is comprised of 26 questions answerable by a Likert scale ranging from 1 to 7 where 1 represents the most negative or least positive response and 7 the most positive. There are also 6 open-ended invitations for comment. The survey assesses six components of organizational climate: leadership, motivation, communication, decision-making, rewards, and job satisfaction. This study reports the Spring 1988 survey results and also compares them to the results of a previous survey conducted in the Fall of 1986.

Surveys were mailed to all full-time Palomar College employees by interdepartmental campus mail in March, 1988. Several weeks later a reminder inviting participation and noting the importance of comments was mailed. There were 213 completed surveys returned, a response rate of 37%. In Fall 1986, 260 surveys were returned for a response rate of 46%.

The major findings are:

- The Spring 1988 total sample rates each of the six climate components higher than did the Fall 1986 total sample.
- The Spring 1988 profile of total sample responses to the climate components is similar to the Fall 1986 profile. Job Satisfaction is rated highest and Decision-making is rated lowest.
- The Spring 1988 results, unlike the Fall 1986 results, are close to those reported for another California community college which has been named among the five best in the United States.
- The Spring 1988 results are, nevertheless, substantially below those reported for Miami-Dade Community College, also named among the five best in the United States.
- Administrators rate all climate components, except job satisfaction, as more effective or satisfying than classified staff or faculty whose ratings are more nearly alike.
- Participation in or effectiveness of Decision-Making is given the worst rating of the six climate components by both faculty and classified staff.
- All three employee groups rate each component higher in Spring 1988 than they did in Fall 1986 except for faculty regarding Communication and administrators regarding Job Satisfaction.

- The Spring 1988 sample, as well as the Fall 1986 sample, rank successfully meeting student needs first and involvement in campus goal setting last among the 26 individual survey climate items.
- In both the Spring 1988 and Fall 1986 results there are a number of "point-counterpoint" patterns of a high ranking and a low ranking with respect to an issue.
- Satisfaction with job security is rated and ranked high while satisfaction with salary is rated and ranked low.
- Respondents feel they have accomplished many worthwhile things but assert that rewards for personal and excellent performance are lacking.
- Respondents note that cooperation exists within their area but note also much less cooperation across areas.
- Examination of the results for individual items by employee group reveals differences of opinions among the groups and also that while an item might receive an acceptable mean rating, often a substantial proportion of one or more groups gives it a negative rating.
- Half of the respondents made written comments usually of a negative nature, except that 50% of the comments regarding Job Satisfaction are positive.

The Spring 1988 Palomar College Climate Survey: An Analysis With Comparisons To The Fall 1986 Climate Survey

Introduction

The climate of an organization is a set of attitudes, perceptions, and behaviors organizational members have about their work and its environment. As such, it is an important factor in an organization's prospects and progress toward goals. Many authorities, including Roueche and Baker (1986), Steers and Porter (1979), Likert (1967), and Litwin and Stringer (1968), have noted the interactive nature of the relationship between leadership and organizational climate, on the one hand, and organizational performance and member performance and satisfaction, on the other hand. Understanding the climate in a given organization, such as a community college, can provide a basis for enhancing the productivity of the organization and the productivity and satisfaction of the people who work there.

In 1985, two researchers at the University of Texas at Austin created an instrument to assess the organizational climate of community colleges. In developing this instrument, the authors modified elements of surveys previously employed in non-educational settings and added items specifically designed for community college environments (Roueche & Baker, 1985). Originally called the Profile of College Characteristics, the Roueche-Baker survey was administered at Miami-Dade Community College and three "pilot test institutions" in 1985. Since that time it has been administered at Palomar College (in fall 1986) and at a number of other institutions in the United States and Canada. These administrations provide some normative indicators to which new administrations of the survey can, at least provisionally, be compared.

The Profile of College Characteristics, redesignated at Palomar College as the Community College Commitment to Excellence Survey, was administered in the Fall of 1986 under the direction of Philip Venditti "in order to achieve three major purposes: to ascertain the comparative level of satisfaction among administration, faculty, and classified staff members; to generate suggestions for improving specific aspects of the college's operations; and to produce a baseline which could be used in the future to assess progress toward many

of the institution's goals and objectives." The survey again was administered in the Spring of 1988 at the request of President George R. Boggs by Dr. Robert B. Barr, the Director of Institutional Research and Planning, to assess and compare administrator, classified staff, and faculty perceptions of Palomar's climate and to determine whether and how the climate has changed since the Fall 1986 survey. This report analyzes the Spring 1988 results and compares them to the Fall 1986 results.

Method

Participants

Copies of the Community College Commitment to Excellence Survey (CCCES) were sent via interdepartmental mail in March to all full-time administrative, full-time faculty (including certificated counselors and libraians), and full-time classified staff employees of the Palomar Community College District. As shown in the table below, the rate of return among these constituencies for Spring 1988 ranged from a high of 63% among administrators to a low of slightly more than 33% among full-time faculty members.

CCCES Return Rate by Campus Constituencies

	Fall, 1986[1]			Spring, 1988		
Employee Group	No.	No. Retd	Return Rate	No.	No. Retd	Return Rate
Administration[2]	18	14	78%	38	24	63%
Classified Staff	280	135	48%	308	98	32%
Full-time Faculty	271	111	41%	274	91	33%
GRAND TOTALS	569	260	46%	620	213	37%

Note 1: The Fall 1986 survey included adjunct (part-time) faculty. However, the return rate was very low, 13%, and the number returned small, 44. These Fall 1986 adjunct faculty responses are included in the analysis of this report within the faculty and total sample groups.

Note 2: The operational definition of "administrator" for the Spring 1988 survey was that of full-time directors and above, a more inclusive definition than that used for Fall 1986.

Materials

The CCCES is a five-page survey comprised of 32 questions, 26 of which are answerable by means of a numerical semantic differential scale (Likert scale) ranging from 1 to 7, where "1" represents the least positive description of each item being rated and "7" the most positive (see Appendix A). Six questions invited open-ended comments on each of the six component areas of the survey. The six components are: Leadership, Motivation, Communication, Decision-making, Rewards, and Job Satisfaction. Each component is assessed by three, four, or five survey questions. An omnibus "overall climate" index, included in the original Roueche-Baker Profile of College Characteristics, was replaced in the CCCES by questions 27 through 32 on job satisfaction.

Procedures

In March, letters were distributed along with the CCCES to administrators, full-time faculty members, and full-time classified staff employees of the college. A follow-up notice was sent to full-time employees, approximately three days after the deadline for the survey, reminding them to complete the survey and noting that written comments were especially encouraged and valuable (see Appendix B).

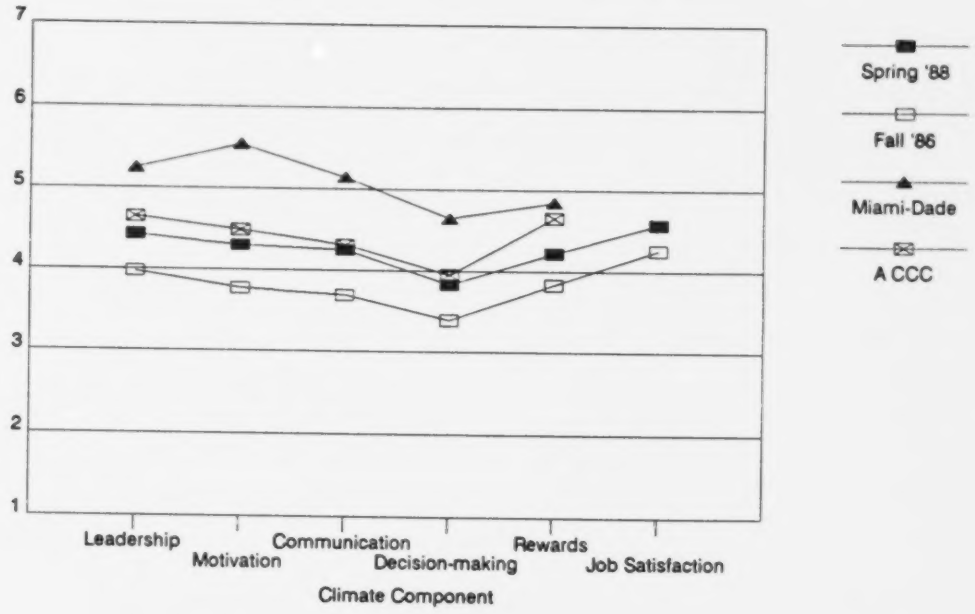
Results

Overall Findings

Figure 1 compares the pooled means of all respondents to the Spring 1988 Survey to those of the Fall 1986 Survey by climate component. The pattern of responses for Spring 1988 is the same as that for Fall 1986. However, the pooled mean scores are higher for every climate component for Spring 1988 than for Fall 1986. The respondents perceive that the campus climate is better in each of its components this Spring 1988 than it was in the Fall of 1986.

Figure 1 also compares Palomar's Spring 1988 and Fall 1986 results to those of Miami-Dade Community College and another California community college. These two community

Figure 1
Climate Survey Results by Climate Component
Palomar Spring 1988 and Fall 1986, Miami-Dade, and Another CCC



Component	Palomar Spring 1988	Palomar Fall 1986	Miami-Dade	Another CCC
Leadership	4.43	3.97	5.25	4.65
Motivation	4.30	3.77	5.54	4.49
Communication	4.25	3.69	5.15	4.31
Decision-making	3.83	3.39	4.65	3.95
Rewards	4.22	3.83	4.85	4.66
Job Satisfaction	4.58	4.26	n/a	n/a

colleges have been named among the top five best community colleges in the United States. Palomar's Spring 1988 pooled mean scores for each component are nearly equal to those of the highly regarded California community college. Respondents at all three institutions rate participation in Decision-Making as the weakest of five climate components. The scores for Miami-Dade indicate that Palomar faces a challenge to continue its upward progress to even higher levels of effectiveness in each climate component.

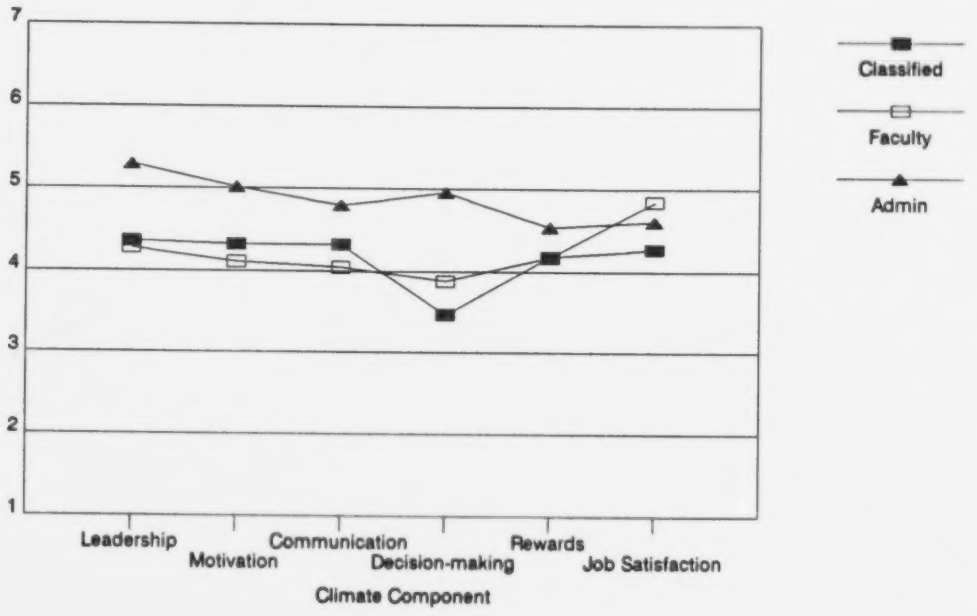
Figure 2 displays the breakdown of the pooled component means by employee group for Spring 1988. The administrative group (directors and above) perceive a higher level of effectiveness or satisfaction in every component except job satisfaction than either classified staff or faculty. Not surprisingly, administrators do not rank Decision-Making the lowest among the components as do the classified staff and the faculty. Administrators perceive considerably more effective levels of leadership, motivation, and communication than do either classified staff or faculty.

Figures 3, 4 and 5 compare Spring 1988 results with those of Fall 1986 by respondent type and climate component. All three employee groups indicate a higher level of effectiveness in Spring 1988 than in Fall 1986 in each climate component except for administrators regarding Job Satisfaction.

Item Findings for the Total Sample

Figure 6 shows the Spring 1988 and Fall 1986 mean responses to each of the 26 Likert rated survey questions ranked according to the descending values of the Spring 1988 responses. The figure shows the items for which there has been significant improvement from Fall 1986 to Spring 1988. For example, the level of satisfaction with job security (Question 27) has increased substantially. There has been a perceived improvement in leaders' (i.e., administrators or perhaps immediate supervisor) encouragement for developing innovative and creative ideas (Question 3), their support for and use of innovative ideas (Question 7), their support for professional development (Question 8), and their communication of positive expectations regarding the work of faculty and staff (Question 16). Leaders have also improved their ability to actually assist faculty and staff in improving their job performance

Figure 2
Spring 1988 Climate Survey Results
by Climate Component and Employee Group



Component	Classified	Faculty	Administrators
Leadership	4.36	4.28	5.29
Motivation	4.32	4.11	5.02
Communication	4.32	4.05	4.80
Decision-making	3.47	3.88	4.96
Rewards	4.18	4.17	4.54
Job Satisfaction	4.27	4.85	4.61

Figure 3
Spring 1988 and Fall 1986 Climate Survey Results for Classified Staff by Climate Component

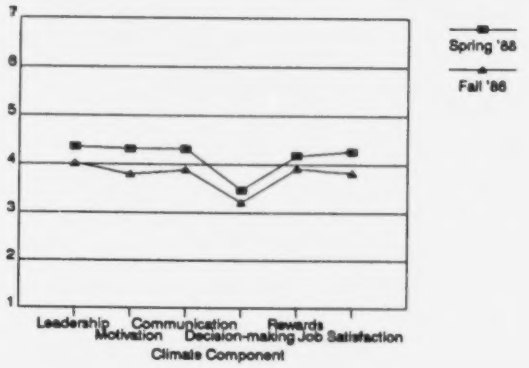


Figure 4
Spring 1988 and Fall 1986 Climate Survey Results for Faculty by Climate Component

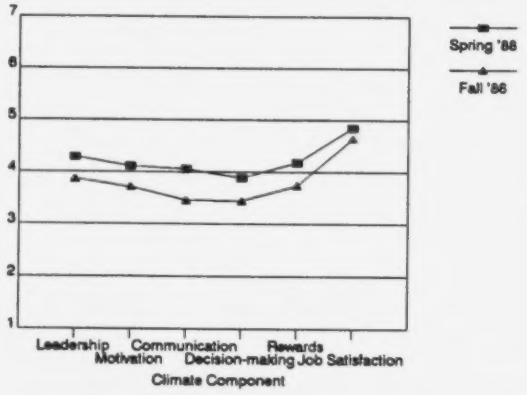


Figure 5
Spring 1988 and Fall 1986 Climate Survey Results for Administrators by Climate Component

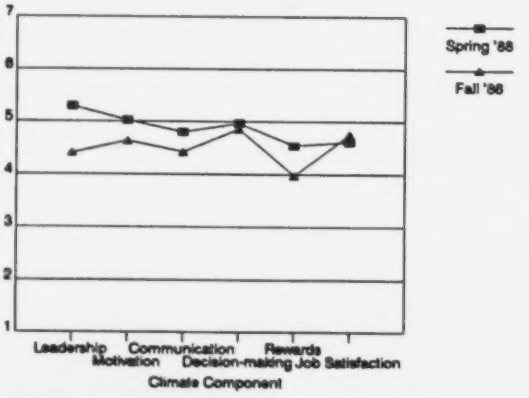
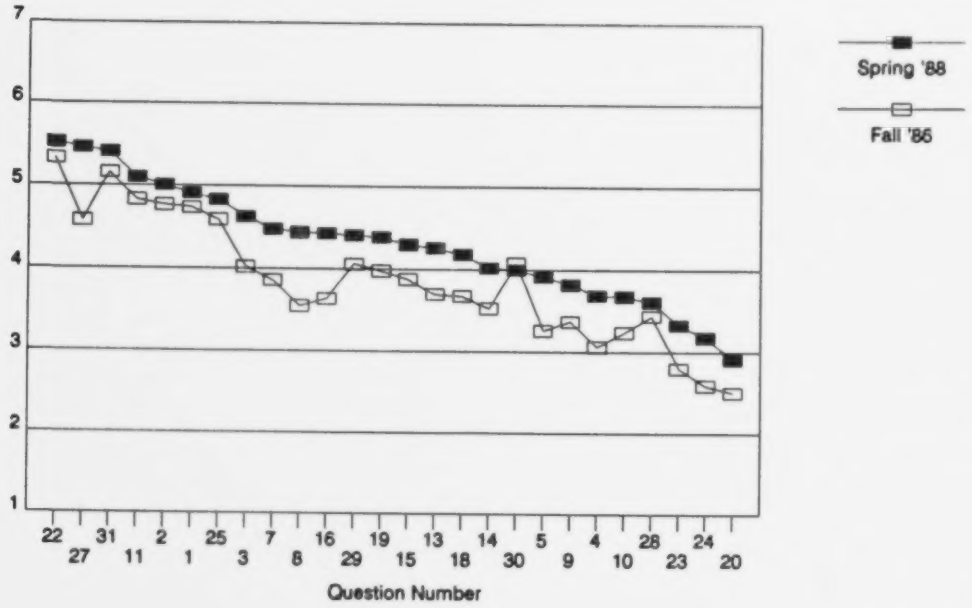


Figure 6
Spring 1988 and Fall 1986 Mean Total Sample Responses
by Descending Value of Spring Mean Responses to Individual Questions



Question	Description	Spring 1988 Mean	Spring 1988 Rank	Fall 1986 Mean	Fall 1986 Rank
22	Student needs are successfully met	5.52	1	5.33	1
27	Satisfied with job security	5.46	2	4.58	7
31	Accomplished worthwhile things	5.41	3	5.16	2
11	Cooperation exists within my area	5.10	4	4.83	3
2	Free to seek information from leaders	5.01	5	4.77	4
1	Leaders confidence in our work	4.91	6	4.74	5
25	Excellent performance expected	4.83	7	4.59	6
3	Leaders encourage creative ideas	4.63	8	4.02	10
7	Leaders support innovative ideas	4.48	9	3.86	13
8	Leaders support prof development	4.44	10	3.55	17
16	Leaders communicate pos expectations	4.43	11	3.64	16
29	Present position satisfies goals	4.41	12	4.06	9
19	Involved in job perform decisions	4.39	13	3.98	11
15	Leaders share impt information	4.30	14	3.88	12
13	Quantity of information	4.26	15	3.70	14
18	Involved in decisions that affect me	4.18	16	3.68	15
14	Usefulness of information	4.02	17	3.53	18
30	Emotionally drained or burned out	4.00	18	4.08	8
5	Leaders influence our prof growth	3.92	19	3.26	21
9	Leaders inspire sense of purpose	3.82	20	3.37	20
4	Leaders assist job performance	3.69	21	3.06	23
10	Cooperation exists across areas	3.68	22	3.24	22
28	Satisfied with salary	3.61	23	3.44	19
23	Personal performance rewarded	3.33	24	2.80	24
24	Excellent performance rewarded	3.18	25	2.59	25
20	Involved in campus goal setting	2.91	26	2.50	26

(Question 4) and to influence faculty and staff to grow and develop professionally (Question 5). However, leaders are still rated below average on each of these last two items.

In the Fall 1986, respondents rated 16 items below average, if 4 on the scale of 1 to 7 is interpreted as "average." In the Spring of 1988, respondents rated only 8 items below average.

Several items in Figure 6 are notable because they showed little or no change between Fall 1986 and Spring 1988. Palomar employees, as a group, are feeling no less drained or burned out (Question 30), that there is no greater show of confidence by leaders in their ability to do excellent work (Question 1), and are barely less dissatisfied with their salary (Question 28). They are just slightly more convinced that programs and courses successfully serve student needs but rank it again in Spring 1988 as the most effective individual item of the college's climate.

Point/Counterpoint Findings

Both the Fall 1986 and the Spring 1988 surveys show a similar "point/counterpoint" pattern between those items ranked as the top five most effective or satisfying and those ranked least so in the bottom five. For example, in the Spring 1988 survey, Palomar employees ranked the extent to which student needs are served (Question 22) as the number 1 is most effective item of Palomar's climate. Yet they also ranked the extent of their involvement in campus goal setting (Question 20) last in the list of 26 items (see Figure 6).

In another case of point/counterpoint, Figure 6 shows that the respondents ranked their satisfaction with their job security (Question 27) as number 2 but ranked their satisfaction with their salaries as number 23, fourth from the bottom. In another case, Palomar employees say, on the one hand, that they accomplish many worthwhile things in their jobs (Question 31) ranking it number 3, yet on the other hand, they also say that rewards do not equal personal performance (Question 23) and that excellent performance is not rewarded (Question 24) since these two items are ranked in the bottom three at 24 and 25, respectively. Finally, respondents assert that a great deal of cooperation exists within their areas (Question 11) by ranking it 4 and also assert that a great deal less cooperation exists across the various areas of the campus (Question 10) by ranking it fifth from the bottom at 22.

Findings Ralated to Burnout

There are other findings of note in Figure 6. Both in Spring 1988 and Fall 1986, leaders' ability to inspire the campus with a sense of purpose (Question 9) is ranked near the bottom at number 20 (of 26). Although the Spring 1988 mean score for this item, 3.82, is a definite improvement over the Fall 1986 score, 3.37, nevertheless respondents are saying that, on the whole, they are not especially inspired with purpose by their leaders.

Palomar employees' experience of lack of inspiration may be related to their experience of being emotionally drained or burned out by their work (Question 30) which is ranked in the bottom ten at 18. It has been observed that someone who is merely laying bricks for a living, after all, is much more likely to experience fatigue and stress than a person performing the same actions who views them, as the proverb goes, as "building a cathedral."

The percentage frequency distribution of the Spring 1988 total group, shown in Figure 7, provides further details for each of the survey questions. As in Figure 6, the items are ranked by the descending values of the mean responses. Figure 7 shows that nearly 40% of the respondents say they experience an above average amount of burnout or emotional drain at work (Question 30, 39.7% checked response levels 1, 2 or 3). Perhaps not coincidentally, nearly 40% say that to some degree they are not inspired with purpose by Palomar's leaders/administrators (Question 9; 38.3% checked either 1, 2, or 3) and 31% do not feel that their present position satisfies their career goals and aspirations (Question 29; 31.2% checked 1, 2, or 3). However, 20% say they certainly are inspired with purpose by the leaders (20.3% checked 5 or 6) and 33% say their positions do satisfy their goals and aspirations (33% checked 5 or 6).

In addition, 33% of the total sample report that they have little to no involvement in decisions that personally affect them (Question 18; 32.7% checked 1, 2, or 3). Forty percent assert that rewards are not equal to job performance (Question 23; 40% checked 1 or 2) and 37% say that excellent performance is not rewarded (Question 24; 36.8% checked 1 or 2) yet the extent that excellent performance is expected is ranked 7th. On the other hand, 24% say that excellent performance is not or is not particularly expected (Question 25; 23.9% checked 1, 2, or 3). Almost 32% of Palomar employees are very dissatisfied with their salaries (Question 28; 31.6% checked 1 or 2).

Figure 7
Percentage Frequency Distribution of Spring 1988 Total Sample Responses by Descending Value of Mean Response to Individual Questions

Rank	Ques	Description	N	1	2	3	4	5	6	7	Mean
1	22	Student needs successfully met	211	0.0	0.9	1.4	14.2	27.5	40.3	15.6	5.52
2	27	Satisfied with job security	214	2.8	2.3	7.9	11.2	14.0	31.8	29.9	5.46
3	31	Accomplished worthwhile things	214	0.5	2.8	4.7	13.6	23.8	35.5	19.2	5.41
4	11	Cooperation exists within my area	214	4.2	4.2	6.5	15.4	21.5	28.5	19.6	5.10
5	2	Free to seek information from leaders	213	8.5	5.6	6.1	11.3	16.4	28.6	23.5	5.01
6	1	Leaders confidence in our work	210	4.8	3.8	10.5	14.3	22.4	31.9	12.4	4.91
7	25	Excellent performance expected	209	5.7	7.7	10.5	17.2	14.4	21.5	23.0	4.83
8	3	Leaders encourage creative ideas	212	8.5	9.4	11.3	12.7	17.0	21.2	19.8	4.63
9	7	Leaders support innovative ideas	205	8.8	5.4	11.2	21.5	20.5	22.4	10.2	4.48
10	8	Leaders support prof development	213	9.4	8.5	10.3	18.3	21.1	18.8	13.6	4.44
11	16	Leaders communicate pos expectations	210	10.0	11.0	10.5	11.9	23.3	18.1	15.2	4.43
12	29	Present position satisfies goals	215	11.2	7.4	12.6	17.2	18.6	16.3	16.7	4.41
13	19	Involved in job perform decisions	210	10.5	7.1	13.3	17.1	18.1	21.4	12.4	4.39
14	15	Leaders share impt information	208	8.7	11.1	14.4	17.3	15.9	21.6	11.1	4.30
15	13	Quantity of information	206	6.3	9.2	8.7	32.0	23.8	11.2	8.7	4.26
16	18	Involved in decisions affect me	214	11.7	8.9	12.1	17.8	23.8	17.8	7.9	4.18
17	14	Usefulness of information	207	9.2	10.6	14.5	24.6	23.7	10.6	6.8	4.02
18	30	Emotionally drained or burned out	214	9.8	12.6	17.3	19.6	16.8	16.8	7.0	4.00
19	5	Leaders influence our prof growth	213	14.6	13.1	12.2	18.8	16.9	16.4	8.0	3.92
20	9	Leaders inspire sense of purpose	211	17.5	11.8	9.0	21.8	19.4	13.7	6.6	3.82
21	4	Leaders assist job performance	211	18.0	18.5	10.9	14.7	14.2	14.7	9.0	3.69
22	10	Cooperation exists across areas	212	9.0	13.7	22.6	25.5	18.4	6.6	4.2	3.68
23	28	Satisfied with salary	215	18.6	13.0	19.5	14.9	14.1	11.2	8.4	3.61
24	23	Personal performance rewarded	210	21.9	18.1	12.9	19.0	13.8	8.6	5.7	3.33
25	24	Excellent performance rewarded	208	23.1	14.9	16.3	23.1	13.5	7.2	1.9	3.18
26	20	Involved in campus goal setting	211	34.1	13.7	11.8	18.0	14.2	5.7	2.4	2.91

Item Findings by Employee Group

Figures 8 and 9 display the Spring 1988 and Fall 1986 mean responses to individual survey questions by employee group; classified, faculty, and administrative. The Spring 1988 results (Figure 8) show a similar profile among the three groups although for questions 1 through 20, the administrators noticably rate almost every item as more effective than classified staff or faculty do. The first four sets of survey questions, covering 1 through 22, concern issues of administrative or leadership effectiveness. It would be natural for administrators to see themselves as more effective than others see them. Questions 23 through 31 rate job rewards and satisfactions. Here the administrator responses are not noticably above or outside the classified staff and faculty responses indicating that the three groups, in Spring 1988, have very nearly the same attitudes about job satisfaction issues.

Comparing Fall 1986 results (Figure 9) with those of Spring 1988 (Figure 8) shows that each group in Spring 1988 rated almost all items as more effective or satisfying than they did in Fall 1986. The general pattern or profile of responses, however, is very similar in both survey results. For example, in both years, all three groups rated personal job performance rewards (Question 23) low relative to other item responses although the Spring 1988 ratings are higher for each group than the Fall 1986 ratings. The only item on which the profiles shift from Fall 1986 to Spring 1988 is Question 20 regarding the extent to which respondents say they are involved in the campus goal setting process. From Fall 1986 to Spring 1988, administrators said they were less involved although still experiencing more involvement than classified staff or faculty. Both classified staff and faculty felt they were more involved in Spring 1988 than Fall 1986 although still experiencing a low level of involvement.

It is also notable that for Questions 28 to 31 - regarding satisfaction with salary and position, burnout, and whether worthwhile things were accomplished - that the mean responses of the classified staff improved substantially from Fall 1986 to Spring 1988.

Fall 1986 and Spring 1988 Item Responses Compared by Group

Figures 10, 11, and 12 compare Spring 1988 results with Fall 1986 results for each employee group giving the rank order of mean responses according to the descending values of the Spring 1988 means. The classified staff rated every survey item higher in Spring 1988

Figure 8
Spring 1988 Mean Responses to Survey Questions
by Employee Group

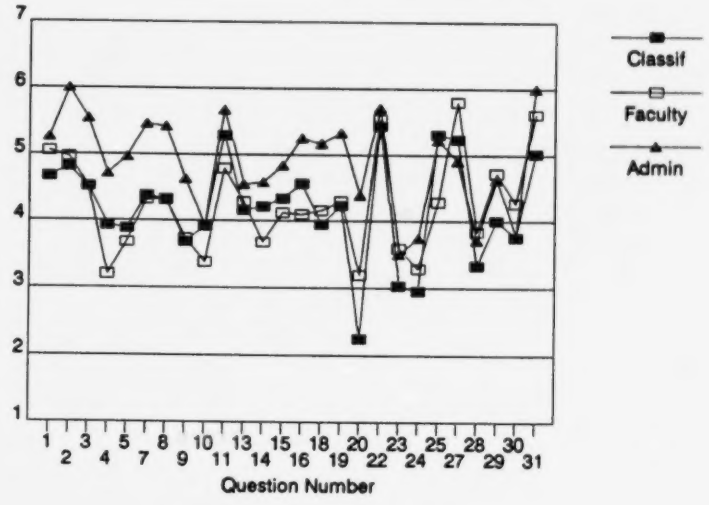


Figure 9
Fall 1986 Mean Responses to Survey Questions
by Employee Group

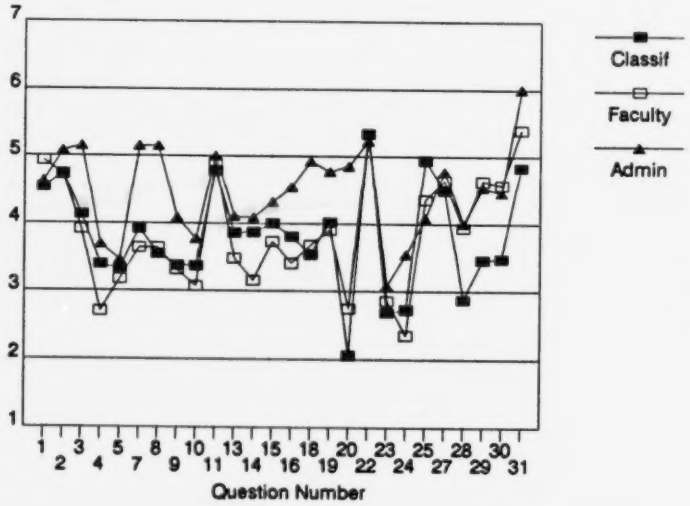
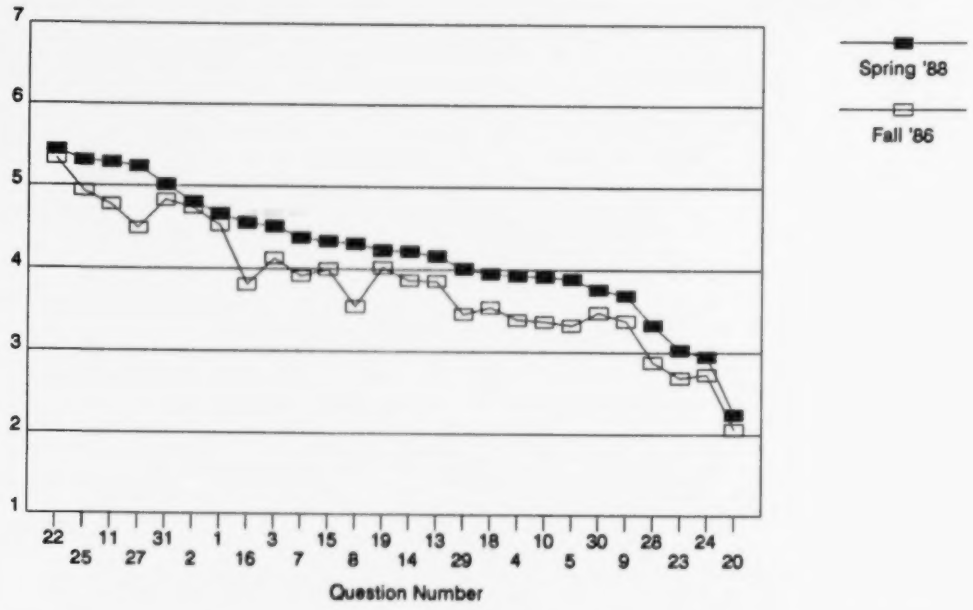
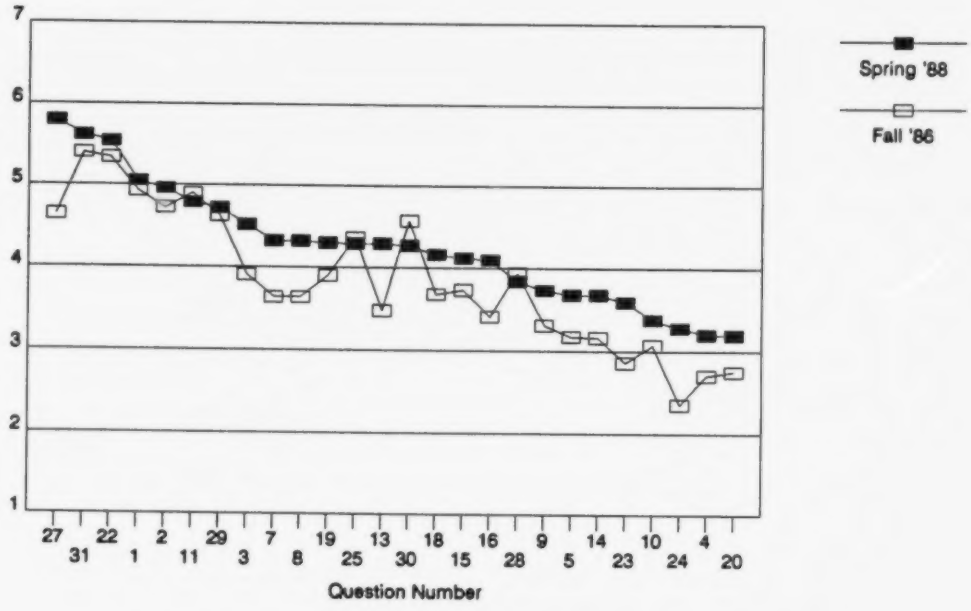


Figure 10
Spring 1988 and Fall 1986 Mean Classified Staff Responses
by Descending Value of Spring Mean Responses to Individual Questions



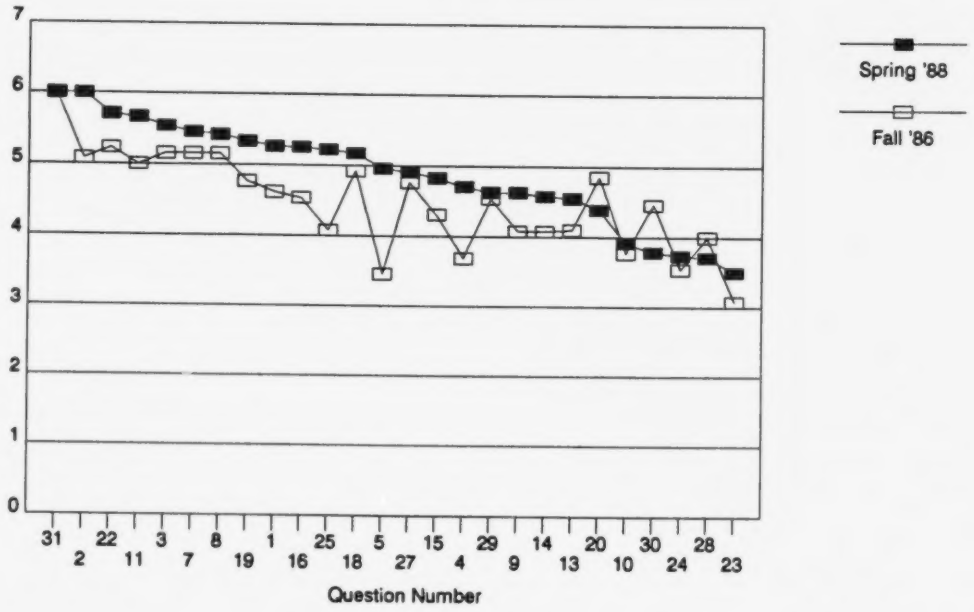
Question	Description	Spring 1988 Mean	Spring 1988 Rank	Fall 1986 Mean	Fall 1986 Rank
22	Student needs are successfully met	5.44	1	5.33	1
25	Excellent performance expected	5.31	2	4.94	2
11	Cooperation exists within my area	5.29	3	4.78	4
27	Satisfied with job security	5.24	4	4.49	7
31	Accomplished worthwhile things	5.02	5	4.83	3
2	Free to seek information from leaders	4.81	6	4.74	5
1	Leaders confidence in our work	4.67	7	4.53	6
16	Leaders communicate pos expectations	4.56	8	3.81	14
3	Leaders encourage creative ideas	4.52	9	4.13	8
7	Leaders support innovative ideas	4.38	10	3.92	11
15	Leaders share impt information	4.34	11	4.00	10
8	Leaders support prof development	4.31	12	3.55	15
19	Involved in job perform decisions	4.23	13	4.02	9
14	Usefulness of information	4.22	14	3.87	12
13	Quantity of information	4.16	15	3.86	13
29	Present position satisfies goals	4.01	16	3.46	18
18	Involved in decisions that affect me	3.95	17	3.54	16
4	Leaders assist job performance	3.93	18	3.39	19
10	Cooperation exists across areas	3.92	19	3.37	21
5	Leaders influence our prof growth	3.89	20	3.32	22
30	Emotionally drained or burned out	3.76	21	3.48	17
9	Leaders inspire sense of purpose	3.69	22	3.38	20
28	Satisfied with salary	3.33	23	2.88	23
23	Personal performance rewarded	3.03	24	2.69	25
24	Excellent performance rewarded	2.95	25	2.73	24
20	Involved in campus goal setting	2.24	26	2.06	26

Figure 11
Spring 1988 and Fall 1986 Mean Faculty Responses
by Descending Value of Spring Mean Responses to Individual Questions



Question	Description	Spring 1988 Mean	Spring 1988 Rank	Fall 1986 Mean	Fall 1986 Rank
27	Satisfied with job security	5.80	1	4.64	6
31	Accomplished worthwhile things	5.62	2	5.40	1
22	Student needs are successfully met	5.54	3	5.34	2
1	Leaders confidence in our work	5.05	4	4.93	3
2	Free to seek information from leaders	4.96	5	4.72	5
11	Cooperation exists within my area	4.79	6	4.90	4
29	Present position satisfies goals	4.72	7	4.63	7
3	Leaders encourage creative ideas	4.52	8	3.91	11
7	Leaders support innovative ideas	4.32	9	3.64	16
8	Leaders support prof development	4.32	10	3.64	15
19	Involved in job perform decisions	4.30	11	3.90	12
25	Excellent performance expected	4.29	12	4.36	9
13	Quantity of information	4.29	13	3.48	17
30	Emotionally drained or burned out	4.27	14	4.57	8
18	Involved in decisions that affect me	4.16	15	3.68	14
15	Leaders share impt information	4.12	16	3.73	13
16	Leaders communicate pos expectations	4.10	17	3.41	18
28	Satisfied with salary	3.84	18	3.94	10
9	Leaders inspire sense of purpose	3.73	19	3.31	19
5	Leaders influence our prof growth	3.68	20	3.17	21
14	Usefulness of information	3.68	21	3.16	20
23	Personal performance rewarded	3.59	22	2.86	23
10	Cooperation exists across areas	3.38	23	3.07	22
24	Excellent performance rewarded	3.28	24	2.35	26
4	Leaders assist job performance	3.20	25	2.70	25
20	Involved in campus goal setting	3.19	26	2.75	24

Figure 12
Spring 1988 and Fall 1986 Mean Administrator Responses
by Descending Value of Spring Mean Responses to Individual Questions



Question	Description	Spring 1988 Mean	Spring 1988 Rank	Fall 1986 Mean	Fall 1986 Rank
31	Accomplished worthwhile things	6.00	1	6.00	1
2	Free to seek information from leaders	6.00	2	5.08	6
22	Student needs are successfully met	5.71	3	5.23	2
11	Cooperation exists within my area	5.67	4	5.00	7
3	Leaders encourage creative ideas	5.54	5	5.15	3
7	Leaders support innovative ideas	5.46	6	5.15	5
8	Leaders support prof development	5.42	7	5.15	4
19	Involved in job perform decisions	5.33	8	4.77	10
1	Leaders confidence in our work	5.26	9	4.62	12
16	Leaders communicate pos expectations	5.25	10	4.54	14
25	Excellent performance expected	5.22	11	4.08	19
18	Involved in decisions that affect me	5.17	12	4.92	8
5	Leaders influence our prof growth	4.96	13	3.46	25
27	Satisfied with job security	4.91	14	4.77	11
15	Leaders share impt information	4.83	15	4.31	16
4	Leaders assist job performance	4.71	16	3.69	23
29	Present position satisfies goals	4.63	17	4.54	20
9	Leaders inspire sense of purpose	4.63	18	4.08	13
14	Usefulness of information	4.58	19	4.08	18
13	Quantity of information	4.55	20	4.10	17
20	Involved in campus goal setting	4.39	21	4.85	9
10	Cooperation exists across areas	3.92	22	3.77	22
30	Emotionally drained or burned out	3.79	23	4.46	15
24	Excellent performance rewarded	3.74	24	3.54	24
28	Satisfied with salary	3.71	25	4.00	21
23	Personal performance rewarded	3.50	26	3.08	26

than in Fall 1986. The faculty said that all but two items were more effective or satisfying. They now have a slightly lower evaluation of the extent to which excellent performance is expected and are feeling more emotionally drained or burned out than in Fall 1986. Administrators rated all but three items higher in Spring 1988 than Fall 1986. Some items were rated substantially higher by administrators indicating a fairly clear shift of opinion. (However, keep in mind that the Fall 1986 and Spring 1988 administrative group was defined differently, the Spring 1988 group includes directors). The administrators ranked their involvement in campus goal setting lower (Question 20). The reason for this lower rating may, however, be simply that the Spring 1988 administrator group was more inclusive than the senior and executive administrator Fall 1986 group. Administrators also said they were feeling more emotionally drained or burned out (Question 30), as did the faculty, and a bit less satisfied with their salaries. (Again, these changes may be simply a function of the change in the definition of the administrator group.)

The classified staff rated 16 items "average" or above average (i.e., a mean score of 4 or more) in Spring 1988 compared to 9 items so rated in Fall 1986 (see Figure 10). They gave several items a substantially higher rating in Spring 1988 than in Fall 1986. They were clearly more satisfied with their job security (Question 27), said the extent to which leaders communicate positive expectations was clearly higher (Question 16), and said that leaders' support for professional development was better (Question 8).

The faculty rated 17 items average or above in Spring 1988 compared to 9 items in Fall 1986 (see Figure 11). They also gave a number of items a substantially higher rating in Spring 1988 than in Fall 1986. These included satisfaction with job security (Question 27), the quantity of information received to help with job performance (Question 13), and the extent to which excellent performance is rewarded. However, this last item is still rated at a mean of only 3.24, a significantly below average rating.

The administrators rated 21 items average or above in both Spring 1988 and Fall 1986 (see Figure 12). However, they rated several items very much better in Spring 1988 than in Fall 1986. They said they were more free to seek information from their leaders (Question 2), that the extent excellent performance was expected was greater (Question 25), that they

were more influenced by their leaders to grow professionally (Question 5), and that they were actually assisted more by their leaders in improving their job performance (Question 4).

Further Details of Item Responses by Employee Group

Figures 13, 14, and 15 provide the percentage frequency distribution of Spring 1988 item responses for the three employee groups. Each figure is arranged according to descending values of the mean responses. Previously in examining the results for the total Spring 1988 sample (Figure 7), a point/counterpoint pattern was observed between items ranked at the top and those ranked at the bottom. In general, the same point/counterpoint pattern exists in each of the three employee groups' rankings (Figures 13, 14, and 15). For example, the top ranking of cooperation within one's area is counterpointed by the bottom ranking of cooperation across areas and the top ranking of accomplishing things is counterpointed by the bottom ranking of rewards for personal and excellent performance by each employee group.

There is one case where the pattern of point/counterpoint is broken. Unlike the classified staff and the faculty, administrators rank their job security in the middle and not at the top of their list so the point/counterpoint pattern of ranking job security high and salary low does not apply to them. While faculty give a mean response of 5.8 to this item and classified staff rate it 5.2, the administrators rate their job security at 4.9. However, all three groups are dissatisfied with their salaries.

Burnout

Figures 13 and 15 show that classified staff and administrators rank being emotionally drained or burned out by work near the bottom of their list of climate items. Their mean scores on this item are both 3.8. The faculty, however, rank this item in the middle of their list (see Figure 14) giving it a mean score of 4.3. Figure 16 graphs and compares the frequency response distribution of the three employee groups on this item. The graph shows that a substantial proportion of all three groups rated this item as either 1, 2, or 3; 42.3% of classified staff, 34.7% of faculty, and 50.1% of administrators. A large proportion of each group checked the middle response of 4; 25% of classified, 15.3% of faculty, and 16.7% of administrators. However, a significantly greater proportion of faculty checked 5, 6, or 7, in-

Figure 13
Percentage Frequency Distribution of Spring 1988 Classified Staff Responses by Descending Value of Mean Responses to Individual Questions

Rank	Ques	Description	N	1	2	3	4	5	6	7	Mean
1	22	Student needs successfully met	90	0.0	0.0	1.1	21.1	28.9	30.0	18.9	5.44
2	25	Excellent performance expected	90	4.4	5.6	5.6	14.4	13.3	22.2	34.4	5.31
3	11	Cooperation exists within my area	91	2.2	1.1	5.5	19.8	20.9	29.7	20.9	5.29
4	27	Satisfied with job security	92	1.1	4.3	13.0	10.9	16.3	30.4	23.9	5.24
5	31	Accomplished worthwhile things	92	1.1	5.4	5.4	21.7	26.1	25.0	15.2	5.02
6	2	Free to seek information from leaders	91	9.9	6.6	8.8	9.9	18.7	24.2	22.0	4.81
7	1	Leaders confidence in our work	90	3.3	4.4	13.3	22.2	22.2	26.7	7.8	4.67
8	16	Leaders communicate pos expectations	90	7.8	12.2	7.8	13.3	24.4	16.7	17.8	4.56
9	3	Leaders encourage creative ideas	91	6.6	11.0	13.2	14.3	22.0	14.3	18.7	4.52
10	7	Leaders support innovative ideas	88	9.1	6.8	14.8	15.9	25.0	17.0	11.4	4.38
11	15	Leaders share impt information	90	8.9	12.2	13.3	15.6	6.7	17.8	15.6	4.34
12	8	Leaders support prof development	90	11.1	10.0	11.1	17.8	20.0	14.4	15.6	4.31
13	19	Involved in job perform decisions	90	11.1	10.0	16.7	16.7	13.3	16.7	15.6	4.23
14	14	Usefulness of information	90	10.0	5.6	15.6	24.4	20.0	14.4	10.0	4.22
15	13	Quantity of information	91	7.7	8.8	12.1	28.6	24.2	11.0	7.7	4.16
16	29	Present position satisfies goals	92	16.3	6.5	15.2	21.7	16.3	9.8	14.1	4.01
17	18	Involved in decisions affect me	91	15.4	8.8	15.4	18.7	17.6	16.5	7.7	3.95
18	4	Leaders assist job performance	91	15.4	15.4	11.0	17.6	13.2	14.3	13.2	3.93
19	10	Cooperation exists across areas	91	5.5	8.8	25.3	28.6	18.7	6.6	6.6	3.92
20	5	Leaders influence our prof growth	91	15.4	8.8	14.3	23.1	16.5	15.4	6.6	3.89
21	30	Emotionally drained or burned out	92	13.0	14.1	15.2	25.0	13.0	13.0	6.5	3.76
22	9	Leaders inspire sense of purpose	89	18.0	10.1	14.6	22.5	16.9	13.5	4.5	3.69
23	28	Satisfied with salary	92	21.7	15.2	23.9	9.8	15.2	5.4	8.7	3.33
24	23	Personal performance rewarded	92	21.2	17.4	13.0	21.7	12.0	5.4	3.3	3.03
25	24	Excellent performance rewarded	91	25.3	14.3	23.1	20.9	11.0	5.5	0.0	2.95
26	20	Involved in campus goal setting	91	49.5	14.3	14.3	11.0	8.8	0.0	2.2	2.24

Figure 14
Percentage Frequency Distribution of Spring 1988 Faculty Responses
by Descending Value of Mean Responses to Individual Questions

Rank	Ques	Description	N	1	2	3	4	5	6	7	Mean
1	27	Satisfied with job security	99	3.0	1.0	3.0	8.1	13.1	34.3	37.4	5.80
2	31	Accomplished worthwhile things	98	0.0	1.0	5.1	7.1	24.5	41.8	20.4	5.62
3	22	Student needs successfully met	97	0.0	2.1	2.1	10.3	25.8	45.4	14.4	5.54
4	1	Leaders confidence in our work	97	7.2	4.1	8.2	7.2	21.6	33.0	18.6	5.05
5	2	Free to seek information from leaders	98	9.2	5.1	4.1	13.3	15.3	36.7	16.3	4.96
6	11	Cooperation exists within my area	99	7.1	8.1	8.1	13.1	20.2	26.3	17.2	4.79
7	29	Present position satisfies goals	99	7.1	9.1	10.1	13.1	20.2	20.2	20.2	4.72
8	3	Leaders encourage creative ideas	97	11.3	10.3	11.3	9.3	15.5	24.7	17.5	4.52
9	7	Leaders support innovative ideas	93	9.7	5.4	10.8	26.9	19.4	20.4	7.5	4.32
10	8	Leaders support prof development	99	9.1	9.1	10.1	20.2	23.2	20.2	8.1	4.32
11	19	Involved in job perform decisions	96	11.5	5.2	12.5	20.8	19.8	22.9	7.3	4.30
12	25	Excellent performance expected	96	8.3	10.4	14.6	19.8	16.7	17.7	12.5	4.29
13	13	Quantity of information	93	6.5	8.6	7.5	35.5	20.4	11.8	9.7	4.29
14	30	Emotionally drained or burned out	98	8.2	10.2	16.3	15.3	20.4	21.4	8.2	4.27
15	18	Involved in decisions affect me	99	10.1	9.1	12.1	19.2	27.3	17.2	5.1	4.16
16	15	Leaders share impt information	94	9.6	10.6	17.0	21.3	10.6	24.5	6.4	4.12
17	16	Leaders communicate pos expectations	96	14.6	10.4	13.5	10.4	22.9	18.8	9.4	4.10
18	28	Satisfied with salary	99	16.2	13.1	15.2	16.2	15.2	14.1	10.1	3.84
19	9	Leaders inspire sense of purpose	98	20.4	14.3	4.1	21.4	19.4	13.3	7.1	3.73
20	5	Leaders influence our prof growth	98	15.3	19.4	13.3	14.3	16.3	14.3	7.1	3.68
21	14	Usefulness of information	93	10.8	17.2	12.9	28.0	19.4	7.5	4.3	3.68
22	23	Personal performance rewarded	94	19.1	18.1	11.7	14.9	16.0	12.8	7.4	3.59
23	10	Cooperation exists across areas	97	14.4	15.5	21.6	24.7	15.5	6.2	2.1	3.38
24	24	Excellent performance rewarded	94	25.5	16.0	7.4	23.4	16.0	7.4	4.3	3.28
25	4	Leaders assist job performance	96	22.9	24.0	11.5	13.5	13.5	9.4	5.2	3.20
26	20	Involved in campus goal setting	97	26.8	15.5	10.3	18.6	18.6	9.3	1.0	3.19

Figure 15
Percentage Frequency Distribution of Spring 1988 Responses
by Descending Value of Mean Responses to Individual Questions

Rank	Ques	Description	N	1	2	3	4	5	6	7	Mean
1	31	Accomplished worthwhile things	24	0.0	0.0	0.0	8.3	12.5	50.0	29.2	6.00
2	2	Free to seek information from leaders	24	0.0	4.2	4.2	8.3	12.5	12.5	58.3	6.00
3	22	Student needs successfully met	24	0.0	0.0	0.0	4.2	29.2	58.3	8.3	5.71
4	11	Cooperation exists within my area	24	0.0	0.0	4.2	8.3	29.2	33.3	25.0	5.67
5	3	Leaders encourage creative ideas	24	4.2	0.0	4.2	20.8	4.2	33.3	33.3	5.54
6	7	Leaders support innovative ideas	24	4.2	0.0	0.0	20.8	8.3	50.0	16.7	5.46
7	8	Leaders support prof development	24	4.2	0.0	8.3	12.5	16.7	29.2	29.2	5.42
8	19	Involved in job perform decisions	24	4.2	4.2	4.2	4.2	29.2	33.3	20.8	5.33
9	1	Leaders confidence in our work	23	0.0	0.0	8.7	13.0	26.1	47.8	4.3	5.26
10	16	Leaders communicate pos expectations	24	0.0	8.3	8.3	12.5	20.8	20.8	29.2	5.25
11	25	Excellent performance expected	23	0.0	4.3	13.0	17.4	8.7	34.8	21.7	5.22
12	18	Involved in decisions affect me	24	4.2	8.3	0.0	8.3	33.3	25.0	20.8	5.17
13	5	Leaders influence our prof growth	24	8.3	4.2	0.0	20.8	20.8	29.2	16.7	4.96
14	27	Satisfied with job security	23	8.7	0.0	8.7	26.1	8.7	26.1	21.7	4.91
15	15	Leaders share impt information	24	4.2	8.3	8.3	8.3	33.3	25.0	12.5	4.83
16	4	Leaders assist job performance	24	8.3	8.3	8.3	8.3	20.8	37.5	8.3	4.71
17	29	Present position satisfies goals	24	8.3	4.2	12.5	16.7	20.8	25.0	12.5	4.63
18	9	Leaders inspire sense of purpose	24	4.2	8.3	8.3	20.8	29.2	16.7	12.5	4.63
19	14	Usefulness of information	24	0.0	4.2	16.7	12.5	54.2	8.3	4.2	4.58
20	13	Quantity of information	22	0.0	13.6	0.0	31.8	36.4	9.1	9.1	4.55
21	20	Involved in campus goal setting	23	4.3	4.3	8.7	43.5	17.4	13.0	8.7	4.39
22	10	Cooperation exists across areas	24	0.0	25.0	16.7	16.7	29.2	8.3	4.2	3.92
23	30	Emotionally drained or burned out	24	4.2	16.7	29.2	16.7	16.7	12.5	4.2	3.79
24	24	Excellent performance rewarded	23	4.3	13.0	26.1	30.4	13.0	13.0	0.0	3.74
25	28	Satisfied with salary	24	16.7	4.2	20.8	29.2	8.3	20.8	0.0	3.71
26	23	Personal performance rewarded	24	12.5	20.8	16.7	25.0	12.5	4.2	8.3	3.50

Figure 16
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 30 - Extent Work Burns You Out

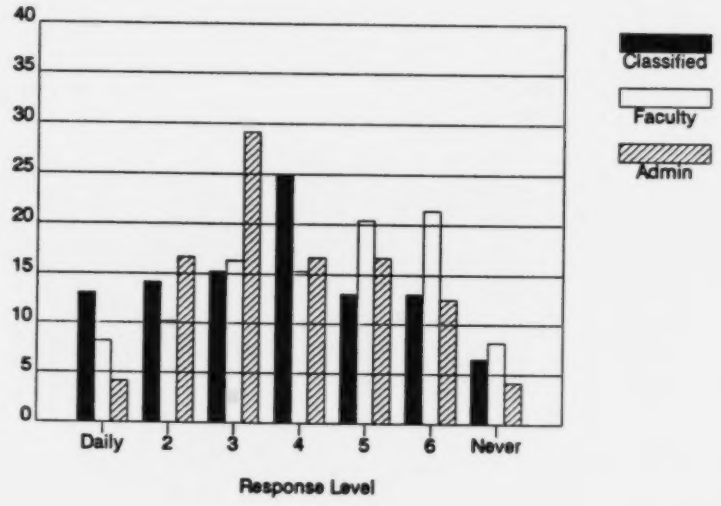
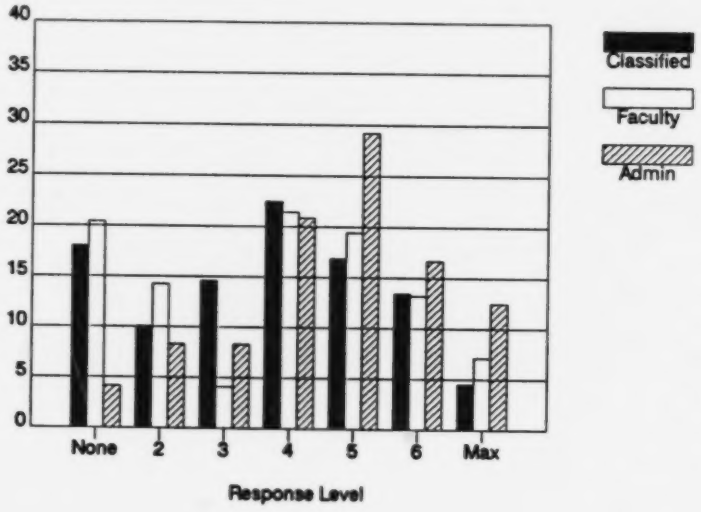


Figure 17
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 9 - Extent Leaders Inspire You with a Sense of Purpose



dicating a lower level of emotional drain or burnout than either classified staff or administrators; 50% of the faculty checked one of those positive levels compared to 32.5% of the classified and 33.4% of the administrators.

Sense of Purpose

Figure 17 shows the percentage frequency response by the three employee groups to Question 9 regarding whether leaders inspire a sense of purpose. The distribution profiles for classified staff and faculty are nearly identical and skewed somewhat toward the negative end. Both give this item a mean score of 3.7 indicating that, on average, they are not much inspired. The administrator's distribution is skewed towards the positive end. They rated this item with a mean of 4.6. About a third of the classified staff and faculty said that they are uninspired or little inspired; 34.7% of the faculty and 28.1% of the classified staff checked either 1 or 2. Only 12.5% of the administrators said the same. Interestingly, 5% to 10% of each group said they were very much inspired with a sense of purpose by their leaders having checked level 7.

Career Goals and Aspirations

Figure 18 shows the percentage frequency response distribution for the three groups to the item regarding whether their present position satisfies career goals and aspirations. The distribution is fairly even across all 7 levels although faculty and administrator responses are slightly skewed to the positive end while classified staff responses are slightly skewed to the negative end of the 1 to 7 scale. About 60% of the faculty and the administrators rate this item positively (i.e., either 5, 6, or 7) compared to 40% of the classified staff who rate it positively.

Involvement in Decisions Affecting One's Job

Figure 19 shows the frequency response distribution by group to the item regarding involvement in decisions that affect the respondent directly. Faculty and classified staff distribution profiles are similar. They indicate that 40% of the classified and 31% of the faculty feel to a greater or lesser extent not involved in those decisions. Only about 13% of the administrators say the same thing.

Figure 18
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 29 - Does Present Position Satisfy Your Goals and Aspirations

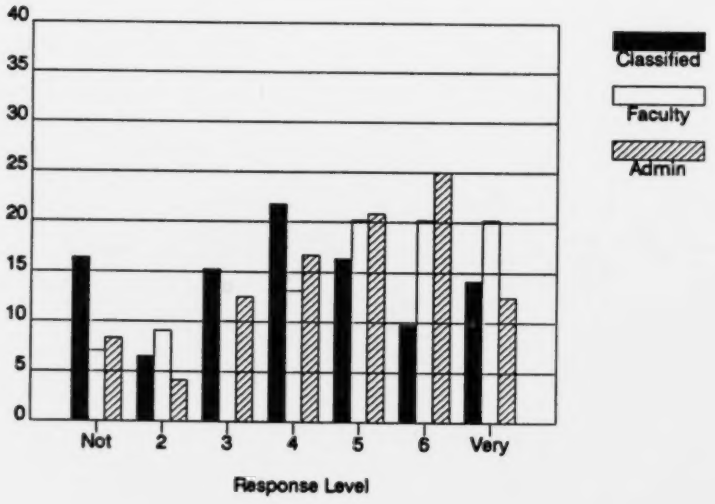
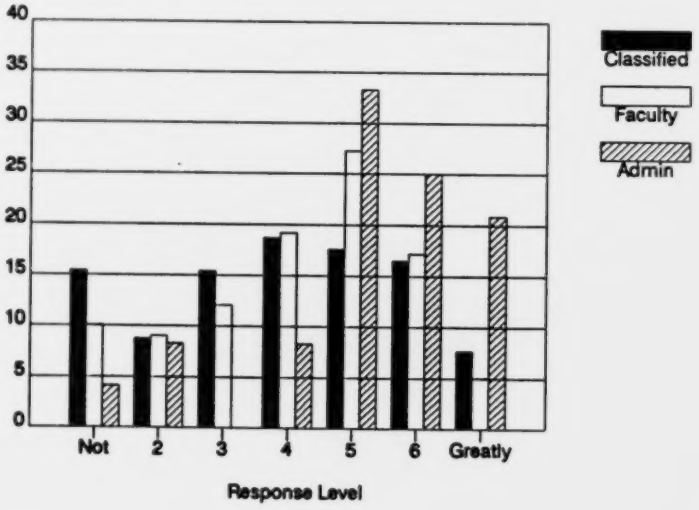


Figure 19
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 18 - Extent You are Involved in Decisions Affecting You Personally



Rewards for Performance

Figures 20 and 21 show the frequency distribution of responses by group to the items regarding whether rewards equal personal performance and whether excellent performance is rewarded. Clearly, each group's distribution is skewed heavily toward the negative end of the scale for the item on whether rewards equal performance (Figure 20). The classified staff are the most negative. Regarding whether excellent performance is rewarded, the administrators show a normal or bell shaped distribution centered on scale level 4. The faculty and classified staff distributions, however, are heavily weighted toward the negative end of the scale. One quarter of the classified staff and the faculty assert that excellent performance is simply not rewarded at all at Palomar by checking 1 on the scale. About 25% of the faculty and administrators say that excellent performance is rewarded at least somewhat, by checking levels 5, 6 or 7.

Whether Excellent Performance is Expected

Figure 22 shows the frequency distribution by group regarding whether excellent performance is expected. Only a few respondents in each group say that excellent performance is not much expected by checking 1, 2, or 3 on the scale. The great majority of all three groups say it is expected by checking 5, 6, or 7. Classified staff and administrators experience this expectation from their leaders to a greater extent than do faculty, however.

Satisfaction with Salary

Figure 23 shows the distribution of satisfaction with salary among the scale levels for the three groups. Just over 60% of the classified checked either 1, 2, or 3 indicating the majority of classified staff are dissatisfied with their salaries. Forty-five percent of the faculty and 42% of the administrators also checked negative response levels.

Being Assisted with Job Performance

Inspection of the frequency distribution of several other Spring 1988 survey items reveals some interesting between group dynamics. Figure 24 shows the distribution of responses to the item concerning whether respondents are actually assisted by their leaders to improve their job performance. The great proportion of the administrative group (i.e., the leaders

Figure 20
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 23 - Do Rewards Equal Job Performance

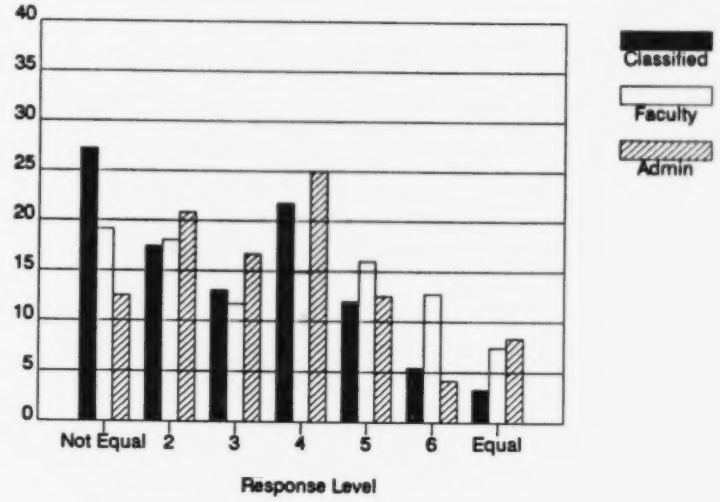


Figure 21
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 24 - Extent to Which Excellent Performance is Rewarded

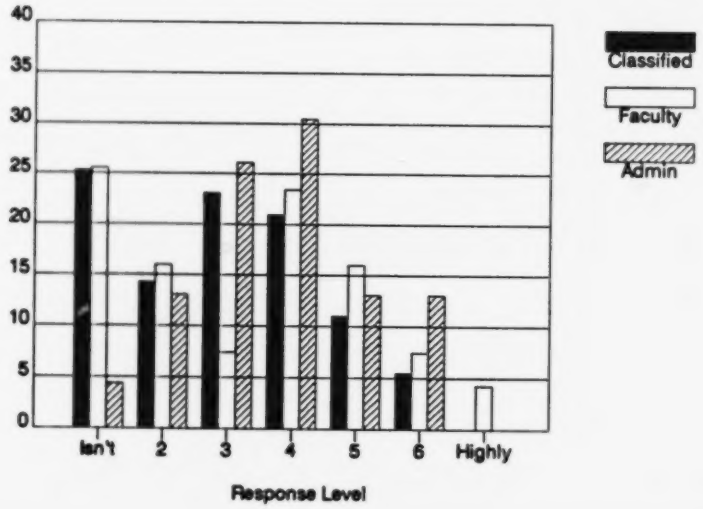


Figure 22
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 25 - Extent Excellent Performance is Expected

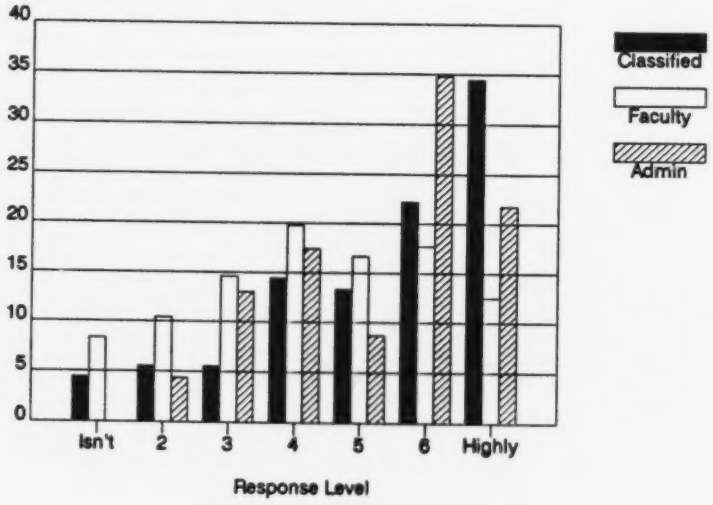


Figure 23
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 28 - Extent You are Satisfied with Your Salary

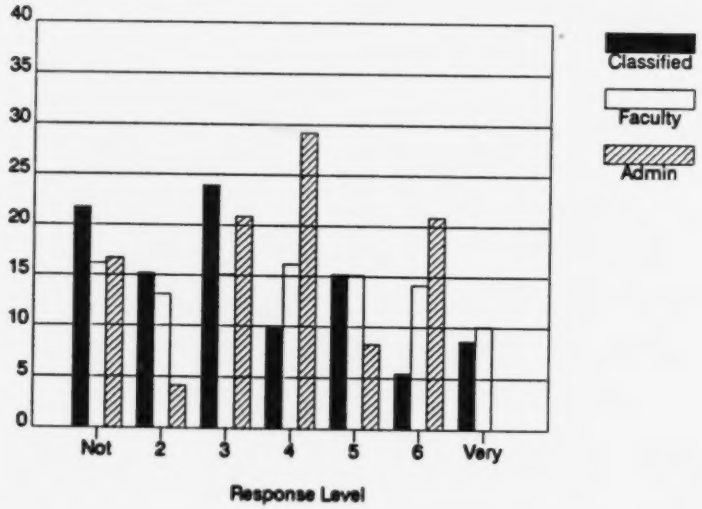


Figure 24
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 4 - Extent Leaders Assist You to Improve Your Job Performance

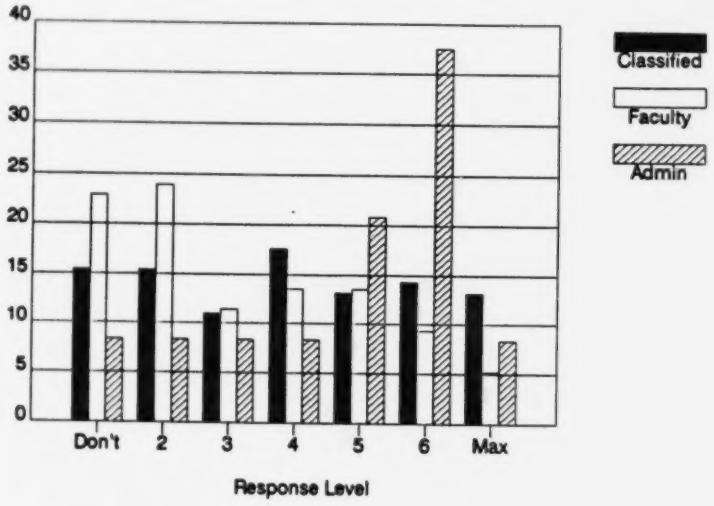
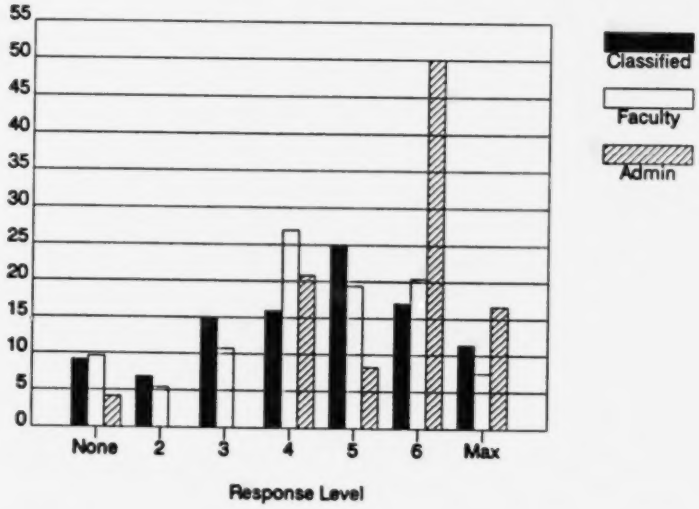


Figure 25
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 7 - Extent Your Innovative Ideas are Supported and Used by Leaders



themselves) say that this occurs. Over 67% checked 5, 6, or 7. However, the classified staff's responses are very evenly divided among all seven response levels. About 41% say leaders help and 42% say they don't. About 17% checked level 4 indicating they don't regard leaders as assisting or as not assisting. The faculty are mostly negative about receiving job performance improvement assistance from their leaders. Fifty-eight percent checked levels 1, 2, or 3, indicating they feel they don't get much if any assistance. Only 28% checked a positive level of 5, 6, or 7. This pattern, however, may be appropriate for faculty since one might expect their prime source of job improvement assistance to be faculty colleagues.

Support for Innovative Ideas

Figure 25, the distribution of responses on the item regarding the extent to which leaders supported and used respondents' innovative ideas, shows another disparity in opinions between the administrative group and the faculty and classified staff. The administrators say leaders support and use innovative ideas. Only 25% checked a negative or neutral response (i.e., 4 or less) and gave this item an average response of 5.5. Faculty and classified staff, although being somewhat positive about this item, are not nearly as positive as the administrators. They each give it a mean score of 4.3.

Support for Professional Development

Figures 26 and 26A enable a comparison between the Fall 1986 and the Spring 1988 distribution on the question of whether leaders provide support for respondents' professional development. Clearly, there has been a shift toward more positive responses to this item by all three groups from Fall 1986 to Spring 1988. Many more administrators say that leaders provide professional growth support and both faculty and staff say this is so in substantially greater proportions. This may be a reflection of the continued improvement of certificated and classified staff professional development days and activities which are supported and staffed by Human Resource Services.

Cooperation Across Areas

Figure 27 displays the frequency distribution for the question about the extent of cooperation across areas. More administrators than faculty or classified express a positive

Figure 26
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 8 - Extent Leaders Provide Support for Your Professional Growth

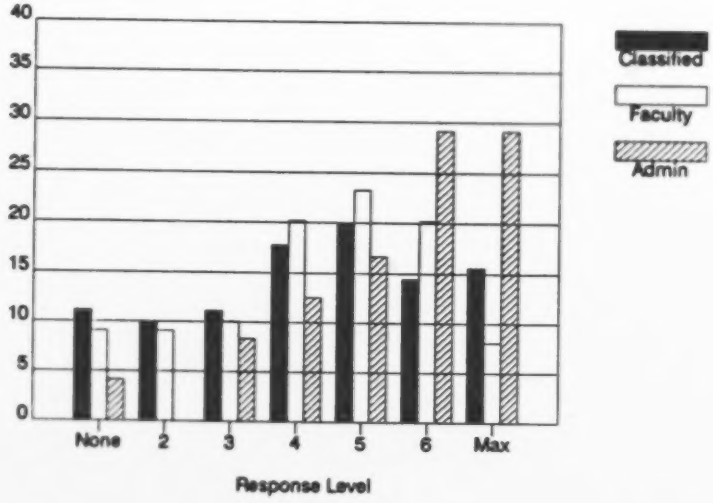


Figure 26A
Fall 1986 Percentage Frequency Distribution by Employee Group
Question 8 - Extent Leaders Provide Support for Your Professional Growth

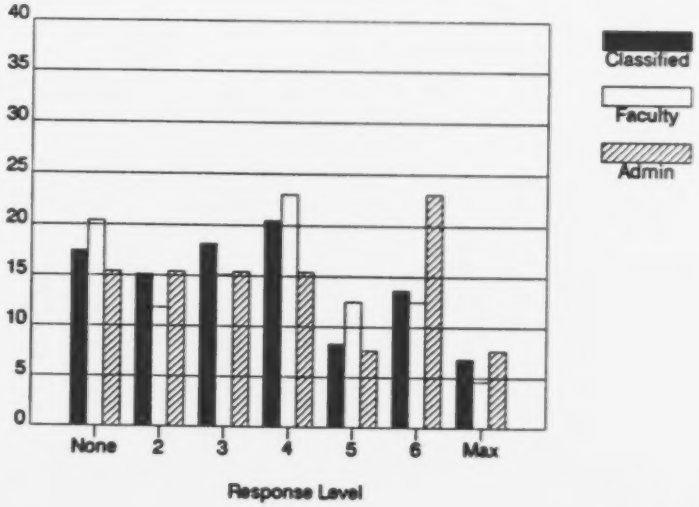


Figure 27
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 10 - Degree of Cooperation Across Areas

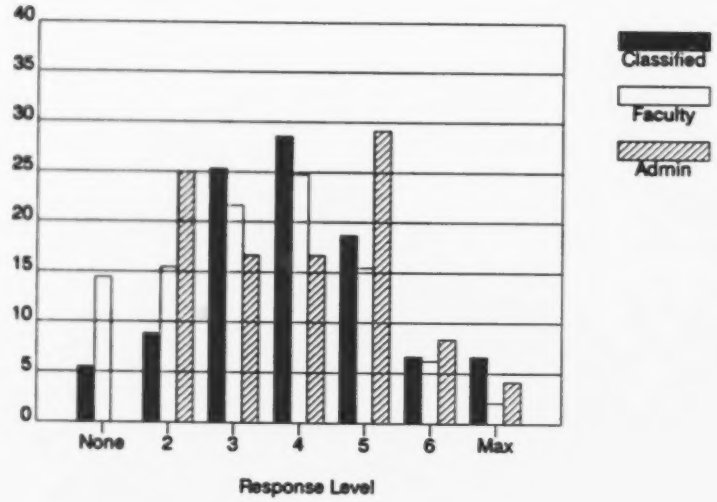
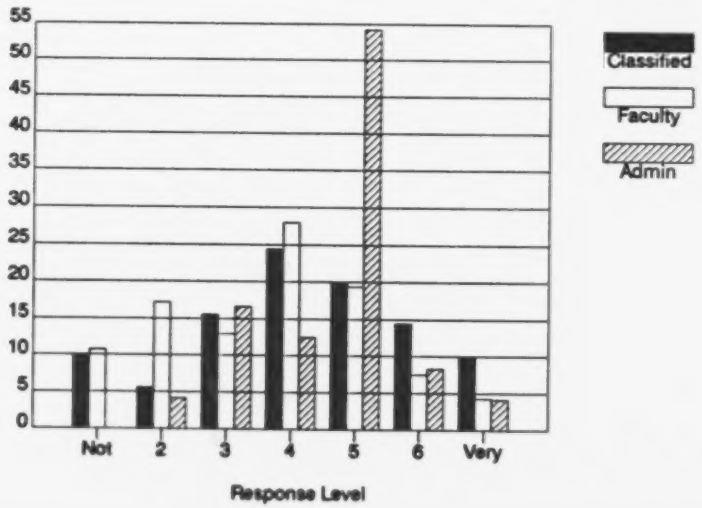


Figure 28
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 14 - Usefulness of Information Received to Job Performance



opinion on this issue. Forty-two percent of the administrators give this a positive rating. But the great majority of all three groups give this a non-positive rating (i.e., 4 or less). Fifty percent of the faculty give it one of the negative ratings of 1, 2, or 3.

Usefulness of Information to Job Performance

Figure 28 presents frequency distribution data on the usefulness of information received by respondents in helping to improve job performance. Almost 67% of the administrators checked a positive response but most of those were level 5 indicating the information is not highly useful. Faculty and classified staff responded with a normal distribution centered on the midlevel response of 4. In general, faculty and classified staff regard the information they receive as neither especially useful nor is it especially useless.

Communication of Positive Expectations

Figure 29, the frequency distribution concerning whether leaders communicate positive expectations of respondents' work, indicates a basic agreement among the employee groups that this is done. Nevertheless, 38% of the faculty and 28% of the classified staff say this is not so to a greater or lesser extent.

Campus Goal Setting

Figure 30 shows that almost 50% of the classified staff and 25% of the faculty say they have no say in campus goal setting (they checked level 1). Administrators say they have an "average" involvement, on the whole.

Whether Accomplishing Worthwhile Things

Figure 31 displays the frequency distribution by group of responses to the item regarding the extent to which the respondent felt he or she had accomplished worthwhile things in their job. Clearly, the great majority of each group indicates that they accomplished many worthwhile things. However, a greater proportion of administrators rated this item very high then faculty. A greater proportion of faculty, in turn, rated this item high as compared to classified staff.

Figure 29
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 16 - Extent Leaders Communicate Positive Expectations of Your Work

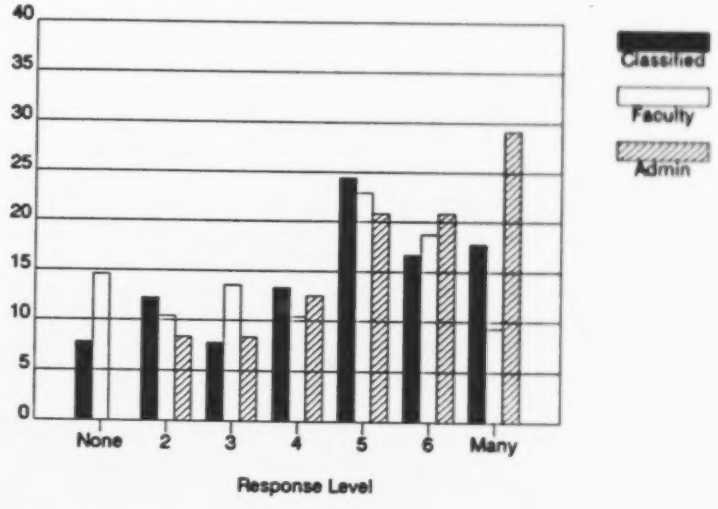


Figure 30
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 20 - Extent You are Involved in Campus Goal Setting Process

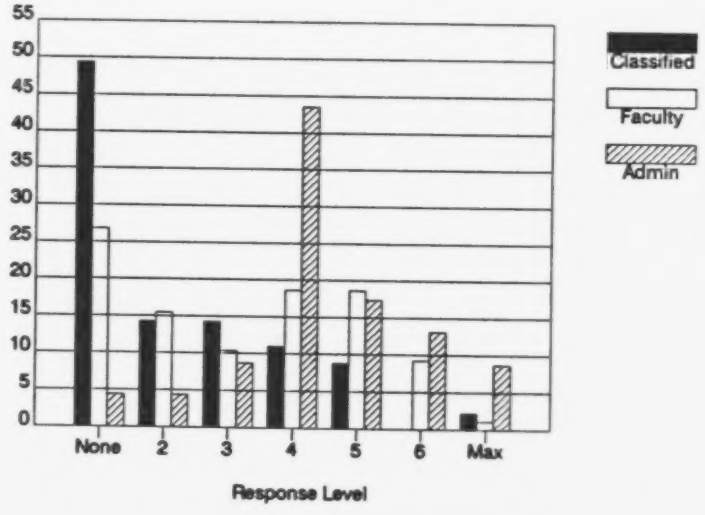
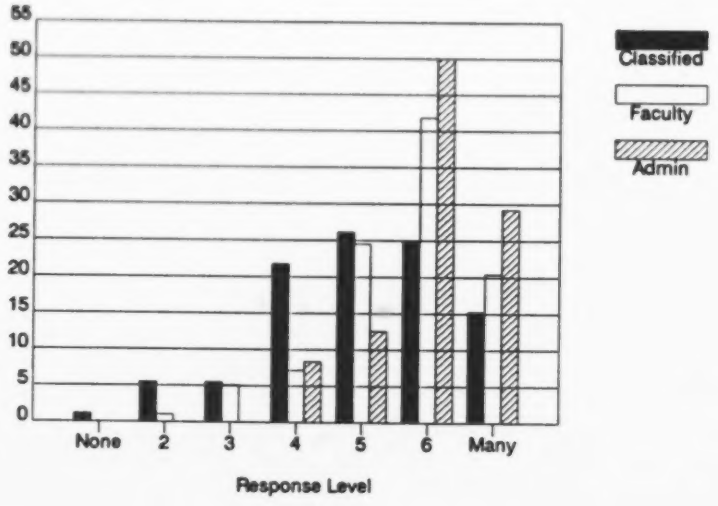


Figure 31
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 31 - Extent You Accomplished Many Worthwhile Things



Encouragement of Creative Ideas

Figures 32 and 32A compare Fall 1986 to Spring 1988 frequency distributions on the item of the extent to which leaders encourage the development of creative and innovative ideas. Among faculty and classified staff there has been a definite shift in the positive direction over this time period. The administrators in both surveys strongly claim that leaders support the development of creative and innovative ideas, although somewhat more strongly so in Spring 1988.

Confidence in Ability to do Excellent Work

Figures 33 and 33A compare the Fall 1986 and Spring 1988 frequency distribution on the degree to which leaders show confidence in the ability of campus personnel to do excellent work. All three employee groups show a shift in the positive direction from Fall 1986 to Spring 1988. In the Spring 1988 survey, 57% of classified staff, 73% of faculty, and 78% of administrators checked a positive rating to this item, mostly level 6.

Overview of Open-ended Responses (Comments)

About half of the survey respondents in Spring 1988 took time to add written comments in one or more of the six opportunities on the survey to do so. The opportunities to comment were at the end of sets of questions relating to the climate components of Leadership, Motivation, Communication, Decision-making, Rewards, and Job Satisfaction. A verbatim transcript of these comments is included with this report as Appendix C. The comments are arranged in Appendix C by climate component. A survey ID number proceeds each comment so that the same person's comments throughout the various components can be identified. (No name is associated with an ID number, however, either in this report or in the raw data. The survey was conducted anonymously.) Following the ID number is a letter (C, F, or A) indicating whether the respondent is a classified staff, faculty or administrative group member. The following is a brief overview of the comments by climate component.

Comments on Leadership

Seventy-eight comments were made in the Leadership component. About 20% of them could be characterized as comments about issues other than the quality of current leader-

Figure 32
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 3 - Extent Leaders Encourage You to Develop Creative Ideas

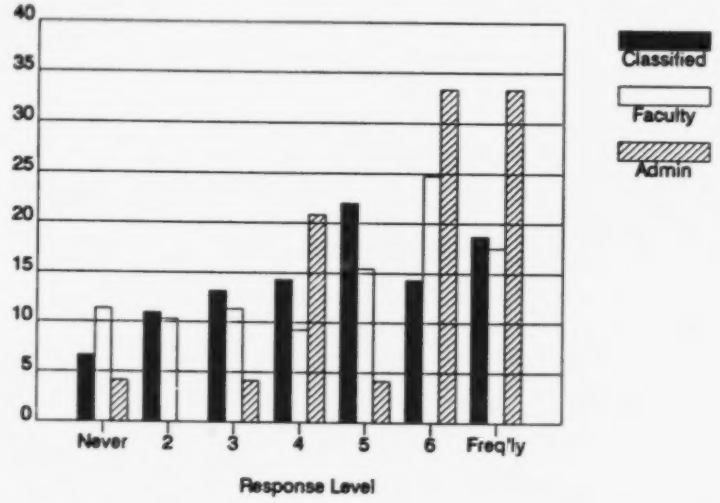


Figure 32A
Fall1986 Percentage Frequency Distribution by Employee Group
Question 3 - Extent Leaders Encourage You to Develop Creative Ideas

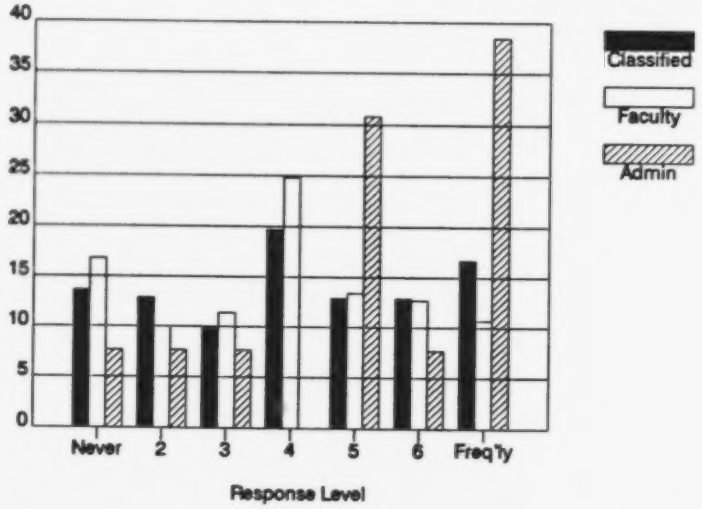


Figure 33
Spring 1988 Percentage Frequency Distribution by Employee Group
Question 1 - Degree of Leaders Confidence in Campus Personnel

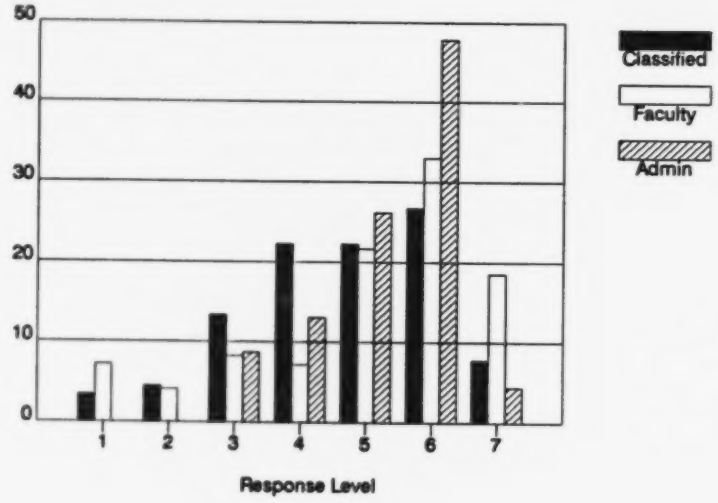
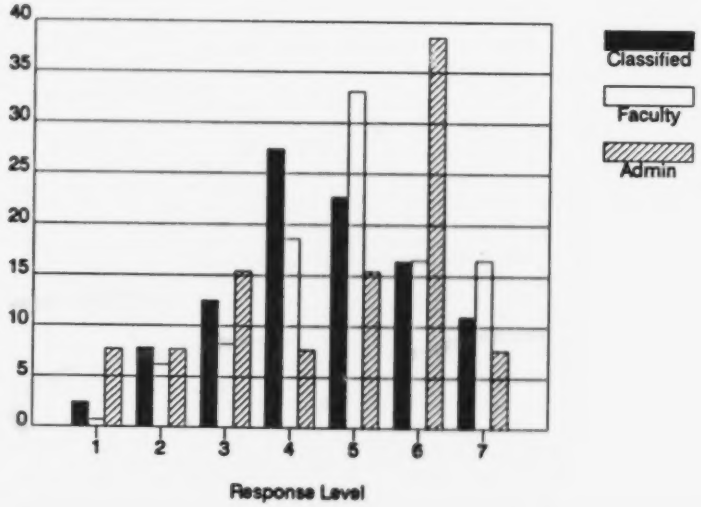


Figure 33A
Fall1986 Percentage Frequency Distribution by Employee Group
Question 1 - Degree of Leaders Confidence in Campus Personnel



ship. For example, a number of people commented on the design of the survey and the lack of definition for "leader". If the comments on the quality of current leadership itself are each construed as either positive or negative, then about 60% of them seem to be basically negative in nature.

Several of the comments on Palomar leadership indicate a need and desire for inspiration (see e.g., #82, #195) and for a vision and planning to provide a context for decision-making (e.g., #127, #128). There were a number of comments concerning barriers to effective leadership. For example, several respondents felt that committees take up too much time of leaders or that they interfere with leadership (e.g., #62, #93, #124). Some commentors make recommendations for enabling improved leadership such as more leader involvement in teaching activities (e.g., #160). Others suggest that leaders talk a good story of support but often do not follow through with concrete actions (e.g., #125, #170). There were also a few who said that there were too many administrators (e.g., #130, #181) or that Business Services has become inappropriately powerful (e.g., #129, #149).

Comments on Motivation

Fifty-five people made comments at the end of the Motivation section. About 15% of these related to non-motivational issues such as, again, survey design. About 80% of the comments on the topic could be interpreted as negative. A number of these identify barriers to increased motivation. For example, several people mention the lack of a "fair wage" (#82), rewards (#85, #93, #197) or promotional opportunities (#128). Others suggested politics (#40) or too big a bureaucracy (#62) as impediments. Others said many administrators do too little for their pay (#198, #202) or that there are too many of them. Two said leaders are guilty of not following through (#19, #47) or use lack of money as an excuse for not supporting new ideas. One faculty member suggested that more money for research would improve the motivation of faculty (#172).

Comments on Communication

Fifty-nine people commented under the Communication component of the survey. About 15% of the comments were not directly related to the topic. Of those commenting on the topic, again, about 80% might be construed as negative. There were a number of com-

plaints about the nature of information communicated at Palomar; it is too much (#90), too late (#84), without depth (#40), negative (#66), or contradictory (#192). One faculty complained about not receiving information about teaching (#81) while two others suggested that it is a faculty member's responsibility to learn what's needed to grow professionally (#143, #154). Some suggested they receive little positive reinforcement (e.g., #54). One faculty said the teacher of the year award is a step in the right direction but more forms of acknowledgment are needed (#199). Another respondent suggested more sharing of long-term plans (#101) and another said the President does not say what he wants (#185). One faculty praises the President's letters to the faculty (#194) while another complains that he hides in his office.

Comments on Decision-Making

Forty-one respondents commented in the Decision-making component of campus climate. Again about 15% could not be interpreted as either positive or negative or were about a tangential issue. Of those commenting on the subject, again about 80% were negative in tone or substance. Several commentors complained of the committee system suggesting it accomplishes too little in relation to the effort and are mere political games (e.g., #47). Several questioned whether the campus has any longer-term goals or any goal setting processat all (e.g., #124). One administrator suggested that a governance model needed to be finalized. There were suggestions that the number of committees be reduced.

Comments on Rewards

Seventy-six people commented at the end of the Rewards climate component, a large proportion of whom were faculty. Again about 15% of the comments in this section, as in previous sections, were not directly on the topic or could not be interpreted as offering a positive or negative opinion of rewards at Palomar. As for those with an expressed opinion about rewards at Palomar, one opinion dominates: rewards based upon performance do not exist at Palomar (e.g., #5, #38, #66, #176, #191). A number of faculty said that teaching is its own reward and is perhaps reward enough (e.g., #57, #143, #154). One person noted that a sense of making a difference is not present for employees (#127). Several comments sug-

gested the tactic of having many small rewards instead of one big one such as the teacher of the year award (#93, #172, #195).

Comments on Job Satisfaction

Seventy-three respondents commented at the end of the Job Satisfaction climate component. Comments in this section were by far the longest perhaps in part because this was the last opportunity to comment and because the available space was far greater. About 20% of the comments were on topics other than job satisfaction. Unlike comments in the previous sections, almost half the comments on the topic of job satisfaction were positive. Many commentors said that they were very satisfied with their jobs because of its intrinsic rewards (e.g., #21, #46, #143, #195, #207). A number of others said Palomar is a nice or excellent place to work (e.g., #61, #89, #137, #144). Some noted that extrinsic rewards are few (e.g., #39, #93). Some commentors are dissatisfied with their job (e.g., #85). Several (e.g., #62) said or hinted that fixing or improving things like leaking roofs and office space would go a long way toward communicating a positive message to faculty and staff. One faculty (#143) noted that talk is cheap but so also is tenure. Others noted barriers to satisfaction such as insensitive administrators (#19), the College's incredible politics (#153), and fighting the same battles again and again (#30). One faculty member suggests that the system does not encourage excellence but only mediocrity (#176). Another suggested that a realistic comparison of Palomar to other community colleges would reveal that things are not all that bad here (#119). Finally, one faculty member said that he/she is seeking satisfaction from outside activity and employment (#126).

Summary

The Spring 1988 Climate Survey's results show a definite improvement in all climate components over the Fall 1986 survey results. The results approach that of another California community college that has been named one of the five best in the United States.

There are differences among the three employee groups in their ratings of the six climate components and of the 26 climate items. Administrators, as a group, rate all climate com-

ponents higher than either classified staff or faculty do except for job satisfaction. The faculty are more satisfied with their jobs than either the administrators or classified staff. Classified staff and faculty give similar ratings to four of the six components. Classified staff, not surprisingly, rate participation in decision-making the lowest of the three groups while administrators rate this the highest. Both classified staff and faculty rate participation in or effectiveness of decision-making below average while administrators rate it above average.

A comparison of Fall 1986 and Spring 1988 survey findings by employee group shows that each group rates almost every component higher in the Spring 1988 survey. However, faculty rate communication effectiveness lower and administrators rate Job Satisfaction the same in Spring 1988 when compared to Fall 1986.

The total sample's ratings of the 26 individual climate items are all higher in Spring 1988 than in Fall 1986 except for the item regarding burnout. The Fall 1986 and Spring 1988 samples both rank meeting students' needs as the most effective or satisfying climate item. Involvement in campus goal setting is ranked as the least effective or satisfying climate item.

A number of "point/counterpoint" patterns are apparent in the Spring 1988 findings. These patterns are also present in the Fall 1986 findings. On the one hand, respondents rank their job security high but their satisfaction with salary low. They also say they accomplish many worthwhile things yet they say they are not rewarded for personal performance nor is excellent performance rewarded at Palomar. They also assert that cooperation exists within their own area but is much less evident across areas.

An examination of the results for individual items reveals a number of findings related to the issue of being emotionally drained or burned out by work at Palomar. The Fall 1986 and Spring 1988 samples rate this item virtually the same, giving it a mean response of 4.08 and 4.00, respectively. In Spring 1988, burnout was ranked 18 out of 26 items.

Possibly related to the low ranking of burnout, its rating as "average" (a score of 4), and its lack of improvement from Fall 1986 to Spring 1988 is the finding that Palomar's leaders' ability to inspire a sense of purpose is also rated and ranked low in Spring 1988. The mean response for inspiring purpose is 3.82 and its rank is 20. However, there is improvement on this item from Fall 1986 to Spring 1988.

An examination of the details of the distribution of responses by each employee group for each of the 26 ratable items reveals that while the mean rating may often be an acceptable number, frequently significant proportions of an employee group will assert that an item of climate is ineffective or without satisfaction or there will be a difference of opinion among the employee groups. For example, 42% of classified, 35% of faculty, and 50% of administrators say they experience an above average amount of emotional drain or burnout at work. Only 40% of classified staff compared to 60% of faculty and administrators give a positive response when asked whether their present position satisfies their career goals and aspirations. At least 40% of all three groups say their present positions do not satisfy career goals and aspirations. Sixty percent of classified, 45% of faculty, and 42% of administrators are not satisfied with their salaries.

About a half of the respondents added written comments in one or more of six opportunities to do so in the survey. Of those comments directly related to a Palomar climate component or topic, about 80% could be interpreted as negative except that about 50% of the comments on Job Satisfaction were positive.

A number of commentors pointed out barriers to the improved effectiveness of a climate component. A few offered solutions and others described their dissatisfactions. Many, especially faculty, say they are quite satisfied with work because of its intrinsic rewards. A number of commentors feel Palomar is a great place to work. However, there is great dissatisfaction evident in the ratings and in the comments with job performance rewards at Palomar. There is also an experience of not being inspired by leaders with a larger sense of purpose or mission.

References

Likert, R (1968). *The Human Organization*. New York: McGraw-Hill.

Litwin, G., & Stringer, R. *Motivation and Organizational Climate*. Boston: Harvard University Press.

Roueche, J., & Baker, G. (1986). "The Success Connection: Examining the Fruits of Excellence." AACJC Journal, 56 (April/May), 47-56.

Roueche, J., & Baker, G. (1985). "The Success Connection: Toward Equality with Excellence." AACJC Journal, 55 (April), 18-22.

Steers, R., & Porter, L. (Eds.) (1979). *Motivation and Work Behavior* (2nd ed.). New York: McGraw-Hill.

Appendix A

The Survey Instrument

PALOMAR COLLEGE COMMITMENT TO EXCELLENCE SURVEY

ADMINISTRATOR FORM

PURPOSE AND RATIONALE: The purpose of this questionnaire is to obtain your perceptions of Palomar College's climate. Climate is defined as the conditions which affect satisfaction and productivity. "Climate" is to an organization what "personality" is to an individual.

This survey is ANONYMOUS and individual response will be kept CONFIDENTIAL. All original survey forms will be destroyed after answers have been tabulated and analyzed. To further insure anonymity, all written comments will be typed directly from the survey forms.

Your honest, frank responses are necessary in order to assess and improve the campus climate. A report detailing the findings of this survey will be available as soon as all forms have been returned and analyzed.

INSTRUCTIONS: Please read each of the following statements very carefully. Thinking of your own experiences at this campus, please rate the following items relating to the campus climate on the seven-point scale. Circle the number of the rating that best represents your perception or opinion. Verbal descriptions or "anchoring" points for the ratings of "1" and "7" have been provided to assist you in forming your answers.

Leadership

1. How much confidence do your leaders show in the ability of campus personnel to do excellent work?

   Maximum Confidence 7 6 5 4 3 2 1 No Confidence

2. To what extent can you freely seek information or assistance from your leaders?

   Very Freely 7 6 5 4 3 2 1 Not Free

3. To what extent do your leaders encourage you to develop creative and innovative ideas?

   Frequently 7 6 5 4 3 2 1 Never

4. To what extent are you actually assisted by your leaders in improving your job performance?

   Maximum Assistance 7 6 5 4 3 2 1 No Assistance

5. To what extent do your leaders influence you to professionally grow and develop?

   Much Influence 7 6 5 4 3 2 1 No Influence

6. Please add any comments you wish on the topic of leadership at Palomar College:

   _____

   _____

Motivation

7. To what extent are your innovative ideas supported and used by your leaders?

   Maximum Support 7 6 5 4 3 2 1 No Support

8. To what extent do your leaders provide support for your professional development?

Maximum Support 7 6 5 4 3 2 1 No Support

9. To what extent do your leaders inspire you with a sense of purpose?

Strongly Inspire 7 6 5 4 3 2 1 No Inspiration

10. How much cooperation exists <u>across</u> the various areas of the campus?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

11. How much cooperation exists <u>within</u> your area?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

12. Please add any comments you wish on the topic of motivation at Palomar College:

_____

_____

<u>Communication</u>

13. To what extent does the <u>quantity</u> of information you receive help you improve your job performance?

Too Much Information 7 6 5 4 3 2 1 No Information

14. How <u>useful</u> is the information you receive in helping you improve your job performance?

Very Useful 7 6 5 4 3 2 1 Not Useful

15. To what extent do your leaders <u>willingly</u> share important information with you?

Always Share Information 7 6 5 4 3 2 1 Never Share Information

16. To what extent do your leaders communicate <u>positive</u> expectations of your work?

Many Positive Expectations 7 6 5 4 3 2 1 No Positive Expectations

17. Please add any comments you wish on the topic of communication at Palomar College:

_____

_____

<u>Decision Making</u>

18. To what extent are you involved in decisions that affect you personally?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

19. To what extent are you involved in decisions that affect the <u>quality</u> of your specific job performance?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

20. To what extent are you involved in the campus goal setting process?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

21. Please add any comments you wish on the topic of decision making at Palomar College:

_____

_____

Rewards

22. To what extent do the programs and courses offered at the campus successfully serve the needs of students?

Needs Served Very Well 7 6 5 4 3 2 1 Needs Not Served

23. To what extent is your personal performance rewarded at the campus?

Rewards Equal Performance 7 6 5 4 3 2 1 Rewards Do Not Equal Performance

24. To what extent is excellent performance rewarded at the campus?

Highly Rewarded 7 6 5 4 3 2 1 Not Rewarded

25. To what extent is excellent performance expected at the campus?

High Expectations 7 6 5 4 3 2 1 Not Expected

26. Please add any comments you wish on the topic of rewards at Palomar College:

_____

_____

Job Satisfaction

27. To what extent are you satisfied with the job security of your present position?

Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

28. To what extent are you satisfied with your salary considering your training, experience, and job responsibilities?

Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

29. At this point in your career, do you feel your present position satisfies your professional goals and aspirations?

Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

30. Do you feel emotionally drained or "burned out" from your work?

Never 7 6 5 4 3 2 1 Every Day

31. To what extent have you accomplished many worthwhile things in your present position?

Many Accomplishments 7 6 5 4 3 2 1 No Accomplishments

32. Please add any comments you wish on the topic of job satisfaction at Palomar College:

_____

_____

THANK YOU VERY MUCH FOR YOUR TIME!

Appendix B

Invitation Letters

Memorandum

Institutional Research and Planning

To: All Administrators Date: February 8, 1988

From: Dr. Robert Barr, Director

Re: Palomar College Climate Survey

In the fall of 1986, many of you participated in a survey that measured the "climate" at the College. The survey project was initiated at Palomar by President Boggs. The survey, developed by George Baker and John Roueche of the University of Texas at Austin, measured your perceptions of leadership, communications, motivation, decision-making, rewards, and job satisfaction at Palomar.

The findings suggested that, on the whole, the climate of Palomar was neither exceptionally positive nor alarmingly negative. It also found that faculty and classified staff felt excluded from institutional goal setting and less involved in decisions than administrators. Classified staff were less satisfied with their salaries, experienced more job "burnout" and were less satisfied with their work than administrators or faculty. All employee groups felt good about their individual ability to get their jobs done. All groups said that student needs were being met.

Now that negotiations between the District and the CCE/AFT are essentially behind us, President Boggs wants to know whether the changes that have been in the 15 months since the survey was taken have improved the College's climate. By following up last year's survey, we will also be able to determine what areas need further attention.

I request that you help answer these questions by setting aside 15 minutes to complete the attached survey. I will report the results to Dr. Boggs and to you toward the end of March.

[Fold here, staple, and return by campus mail by February 17]

Research and Planning

Box 163

Memorandum

Institutional Research and Planning

To: All Fulltime Staff Date: February 19, 1988

From: Dr. Robert Barr, Director

Re: Palomar College Climate Survey

On February 8, I sent you a copy of a Climate Survey and requested that you complete it and return it to my office. So far over 170 of you have. Dr. Boggs and I were pleased to find that over 35% of those returned contained written comments. I have found that responses to open-ended questions produce some of the most valuable and useful information in survey research. It adds great depth to the general items.

Last fall, the Research Office received 260 responses to this same survey. We would like to have a comparable response rate this time. So I urge those of you who haven't done so to complete and return the survey. If your copy is missing, please stop by the Research Office (AA-113) or call (x2360) and we will send you another. We would like the surveys returned by the end of the month.

Thanks.

ERIC Clearinghouse for
Junior Colleges

JUL 27 1990